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ABSTRACT

This is the second publication in an annual series providing performance indicators relating to higher education in the United Kingdom. The report is based on data from the academic years 1997-98 and 1998-99. The indicators are provided for the 169 publicly funded institutions of higher education in the UK and are presented in 7 tables. Indicators address: access, low-participation neighborhoods, non-continuation rates, projected outcomes and efficiencies, module completion rates, and research outputs. The report consists of an introduction, description of changes since last year, description of the indicators, summary of results by sector, and tables containing the performance indicators and instructions on how to use them. Several appendices provide definitions and technical information. (EV)

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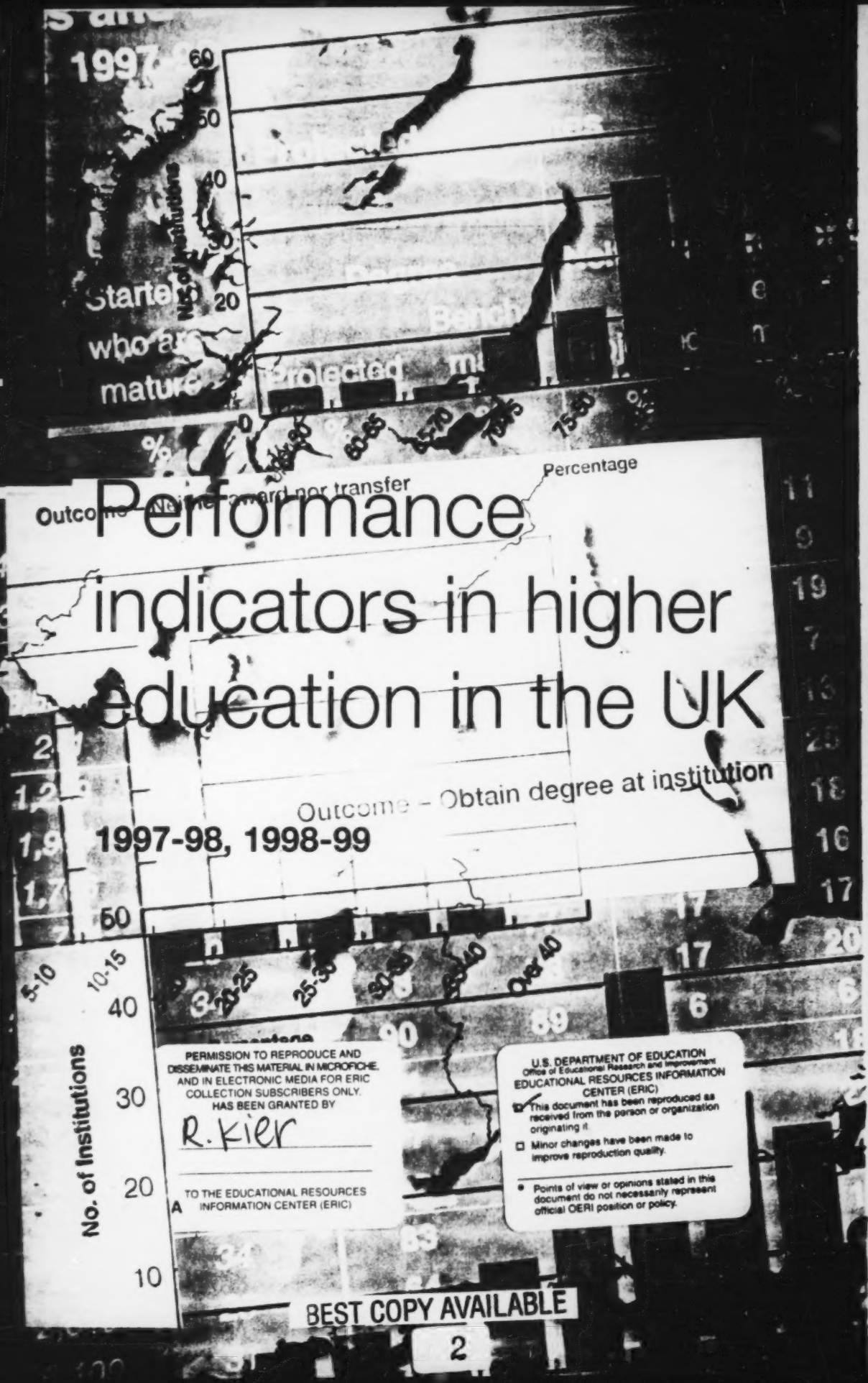
ED 446 524

October 00/40

Report

Performance indicators in higher education in the UK

1997-98, 1998-99



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Additional information for Performance indicators in higher education

(HEFCE 00/40)

Napier University has identified a problem with the reliability of the data it has submitted which is used in calculating the projected outcomes in Table T5. Unfortunately, this was brought to the Funding Councils' attention too late for any amendment to be considered prior to publication.

Errata

Note that the definition of 'starters' given in Annex A, paragraph 16, and in further detail in Annex C, paragraph 19, is not completely accurate. There has been no change in the definition of starters used since last year. The corrected definition is provided in the relevant annexes on the PI web-site, at www.hefce.ac.uk\pi.

The figures in Tables 7 and 8 on page 14 should be as follows:

Table 7 Projected outcomes – % expected to gain a degree (sector averages)

	Obtain degree			
	1996		1997	
UK	77	(77.0)	77	(77.3)
England	77	(76.8)	77	(77.3)
Scotland	73	(73.3)	75	(75.1)
Wales	78	(77.7)	77	(77.5)
N. Ireland	84	(84.4)	86	(85.6)

Table 8 Projected outcomes – % expecting no award nor transfer (sector averages)

	No award or transfer			
	1996		1997	
UK	16	(16.0)	16	(15.7)
England	16	(15.7)	16	(15.8)
Scotland	17	(17.3)	16	(16.1)
Wales	16	(15.7)	16	(15.7)
N. Ireland	13	(12.9)	11	(11.0)

Performance indicators in higher education in the UK

1997-98, 1998-99

October 2000

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Performance indicators in higher education

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1. Introduction

1. This is the second publication in this annual series providing performance indicators relating to higher education. It is based on data from the academic years 1997-98 and 1998-99.

2. The indicators are given for the 169 publicly funded institutions of higher education in the United Kingdom. The institutions included are those that existed in 1998-99.

Background

3. The need to establish a common system of measuring aspects of the performance of higher education institutions (HEIs) was identified by the National Committee of Inquiry into Higher Education (the Dearing Committee). In November 1997, the Secretary of State for Education and Employment, and the Secretaries of State for Scotland and for Wales, asked the funding councils to discuss with Government ways of developing performance indicators for the higher education sector. A steering group was set up with membership from interested government departments, the funding councils, the Higher Education Statistics Agency (HESA), and representatives of the institutions.

4. The aim was to develop appropriate performance indicators which would recognise the diversity of the sector while addressing the requirements of different stakeholders with an interest in higher education. As there are a wide variety of stakeholders, it was agreed that it would not be possible to satisfy all of them immediately, and that the requirements of Government, the funding councils, and the institutions themselves should be looked at initially. However, the resulting indicators will also be of interest to a wider audience.

Purpose of indicators

5. These indicators are designed to provide reliable information on the nature and performance of the higher education sector in the UK, and a consistent set of measures of this performance. This will contribute to a greater public accountability by the sector, as well as ensuring that policy decisions can be made on the basis of consistent and reliable information.

Indicators included

6. The indicators repeated from last year fall into four categories. There is an extra table this year, for Welsh institutions only.

7. Tables T1 and T2 provide **access indicators**, that is, what proportion of entrants come from various under-represented groups.

8. Tables T3 and T4 provide indicators of the **non-continuation rates** of institutions, in other words what proportion of students do not continue at an institution beyond their first year there.

9. Table T5 gives the projected **outcomes** for students who are at an institution, in other words what proportion are projected to qualify at the institution, transfer to another institution, or leave higher education with no qualification. The same table provides the related measure of **efficiency**, the ratio of the average time it should take to obtain a qualification to the projected actual time taken.

10. Table T6, which is published only for Welsh institutions, provides **module completion rates** for part-time students.

11. Table R1 provides indicators of **research output**, looking at quantitative outcomes of research which will change from year to year. These are different from the ratings of quality produced by the Research Assessment Exercise (RAE), and are designed to complement, rather than replace, them.

Coverage

12. When the issue of producing performance indicators was first raised, it was agreed that they should be developed making maximum use of existing data sources. The first set of indicators therefore concentrated primarily on full-time undergraduate students, for whom the existing data are most comprehensive.

13. In this second publication, the indicators again relate primarily to full-time undergraduates, with

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progression indicators restricted to full-time first degree students only. The one new table deals with part-time undergraduates for whom a 'modular return' is made to HESA. As this return is only compulsory for Welsh institutions, it will only be published this year for these institutions.

14. As last year, the indicators cover teaching and learning, and research. In March 2001, an indicator looking at the employment outcomes of institutions will be introduced, and other areas in which performance indicators could be useful are under consideration. We are also looking at extending the indicators to other groups of students.

Adjusted sector benchmarks

15. Because of the diversity of the higher education sector, many of the indicators produced are complex, and need to be interpreted with care. Nevertheless, they should provide valuable information to those interested in the sector. In order to help with interpretation, last year we included adjusted sector benchmarks with the indicators, and we have done so again this year.

16. The tables of indicators allow direct comparisons to be made between institutions, and also between an institution and the sector. However, differences between institutions may well be due, at least in part, to different subject profiles or differences between the entry qualifications of students. In the same way, differences from the sector averages may be accounted for by the subjects of study and entry qualifications of the students at an institution.

17. To say that a difference is accounted for by subject or entry qualification differences is not the same as justifying that difference. However, it should allow any discussion of the reasons for the differences to be carried out on an informed basis.

18. The adjusted sector benchmarks provide, for each institution and for each indicator, a sector average that is adjusted for the subject and entry qualification profile of the institution's students. In addition, for those indicators that are not split between young and mature students the benchmark takes this age split into account.

19. If an institution's indicator is very different from its benchmark, then we can say that there is some factor other than subject, entry qualification and age leading to this difference. However, the benchmark represents a sector average, and small differences from it are to be expected, and may be ignored. To determine whether the difference can be ignored, we have also included a standard deviation in the table, a measure of how different the indicator could be from its benchmark.

20. If the standard deviation indicates that the difference between the indicator and its benchmark is large, then this has been noted. We have used two symbols this year, a plus sign, '⊕', to indicate that the performance of the institution is significantly better than the sector and a minus sign, '⊖', to indicate that the performance of the institution is significantly worse. If there is no mark, the institution can say it is performing at a similar level to the rest of the sector. Institutions whose indicator is significantly worse than the benchmark should look carefully at their figures to determine why the difference is occurring, although there may be some explanation based on factors that have not been taken into account.

Structure of document

21. This document consists of:

- Section 1: This introduction
- Section 2: Changes since last year
- Section 3: A description of the indicators included in the document
- Section 4: A summary of results for the sector
- Section 5: Tables containing the performance indicators, and how to use them
- Annexes: Definitions and technical information

22. The full publication will be available on the HEFCE web-site at http://www.hefce.ac.uk/pi. Extra information, including comparisons with last year's indicators, will also be provided there.

2. Changes since last year

23. There have been a number of changes since last year, both to data collected and to calculations used. They have all been noted in the relevant sections, as well as being brought together here.

Data changes

24. The HESA record was modified for the 1998-99 academic year, and two changes in particular have affected the performance indicators. Firstly, there has been a change to the codes used for the mode of study field, which initially caused confusion over which code should be used. This seems to have been resolved. The definitions of full-time and part-time study are given in Annex A.

25. Secondly, the fields providing information on entry qualifications were also altered this year. The distinction between A-level qualifications, Scottish Highers, and GNVQ level 3 qualifications are no longer made in the entry qualification field, but depend on three new fields. This does not seem to have led to any major changes in the classifications used.

26. There is a third change that will be important from next year, but has also had some effect this year. It is now permissible to provide a value 0 to the year of programme field to indicate a foundation year, so for the projected efficiency we shall be able to use this field in adjusting for foundation year students.

27. A change to the groupings used for school type by UCAS has produced the most noticeable difference from last year's indicators. Further details are provided in Annex A, and at paragraph 62.

Changes to indicators

28. Following concern expressed about the exclusion of students obtaining sub-degree qualifications from the 'continue or qualify' column of table T3, this has been changed. From this year, students leaving an institution after a year with a sub-degree qualification will no longer be counted as having failed, and so will be included in the column labelled 'Continue or qualify'. Because such students were deemed to be not continuing last year, they have been included in Table T4 this year, but will not figure in Table T4 from next year.

Changes to benchmarks

29. For most of the indicators, the benchmarks remain unchanged. However, the benchmarks in Table T5 and those in Table T3a for 'all entrants' have been amended to take age into account as well as subject and entry qualification.

Changes to standard deviation

30. The method of calculating the standard deviation that was used last year made a number of assumptions that oversimplified the situation. Following advice from Professor Draper at the University of Bath, we have amended these calculations to provide a standard deviation that is more robust. Full details can be found in his forthcoming paper, with a brief summary in Annex B.

31. In practice the differences due to this change have been small. Where there have been changes, the effect has been to increase the standard deviation and reduce the number of significant differences identified. Such changes have mainly occurred for small institutions.

[See Draper D, Gittoes M (2000) 'Statistical Analysis of Performance Indicators in UK Higher Education.' Technical Report, Department of Mathematical Sciences, University of Bath, UK.]

3. Description of indicators

32. The performance indicators are presented here in seven tables. Although all publicly funded higher education institutions in the United Kingdom have been included, most of the tables are concerned only with full-time undergraduate students who are residents of England, Scotland, Wales or Northern Ireland. Therefore not all institutions are represented in all tables.

Description of the indicators

33. The following paragraphs explain briefly the indicators in each table. More detailed definitions and explanations are provided in the annexes.

Access indicators

34. Tables T1 and T2 provide information about the participation of groups that are under-represented in higher education relative to the population as a whole (the access indicators). These indicators have been produced separately for young and mature students, and for full-time and part-time students. All relate to students who entered the institution in the 1998-99 academic year.

35. There are three different access indicators for young full-time entrants, based on data from different sources. All are shown in Table T1. They are:

- the percentage of entrants who attended a school or college in the state sector
- the percentage whose parents' occupation is classed as skilled manual, semi-skilled or unskilled
- the percentage whose home area, as denoted by its postcode, is known to have a low proportion of 18 and 19 year olds in higher education.

36. The three indicators allow different facets of access to be measured. For most institutions, the three indicators tell a similar story, but for some institutions one value may be out of line with the others. In that case special factors, such as the locality of the institution or the nature of its courses, may be at work. (See also paragraphs 40-41, and Annex A2.)

37. Entrants are defined as mature if they are aged 21 or over at 30 September of their year of entry to the institution. Since no information is collected on the Social Class of the parents of these students, and very little on the type of school they attended, indicators on these aspects that would be comparable to the indicators for young students cannot be produced.

38. The indicator used for full-time mature entrants is the percentage, in a slightly adapted form, who come from 'low participation' neighbourhoods. However, many mature students start a course at a higher education institution having previously obtained a higher education qualification. For example, a student may have obtained an HND, then worked for a few years and want to 'top up' the qualification to a degree, or even change direction and undertake a degree in a different subject. When this student was originally in higher education, they would have been included in the 'access' calculations at that time. Therefore, for mature students, we have taken as the access indicator the percentage of entrants who have come from a low-participation neighbourhood and do not have a previous HE qualification. This is given in Table T2, part (a).

39. For part-time students, the information available is often not as comprehensive as that for full-time students. In particular, information on Social Class and school type is not available. The access indicator used is therefore the same as that for mature full-time students: the percentage of entrants who come from a low-participation neighbourhood and have no previous HE qualification. This indicator is given separately for young and mature entrants, in Table T2, part (b).

Low-participation neighbourhoods

40. The details of how low-participation areas have been defined are given in Annex A2, along with a discussion of how the special factors of a locality can affect the outcomes. The low-participation neighbourhood indicator for institutions in Greater London, particularly those institutions that recruit a large proportion of their students from the local

area, show a different pattern from the other access indicators, for example. We recommend taking note of all three indicators generally, and in particular for these institutions.

41. There are other local effects which may have an impact on low participation rates in other institutions. For example, in sparsely populated rural areas there may be less differentiation between low participation and other areas. The discussion in the annex covers the relevant points.

Non-continuation rates

42. The non-continuation rates for students at an institution are of widespread interest, but need to be carefully defined and interpreted. We have looked at these rates in two different ways.

43. The first way, and the easiest to explain, is to consider what happens to a student who enters a course at an institution in a particular year, in this case in 1997-98. In the following year, 1998-99, that student may continue at the same institution, transfer to another institution, or be absent from higher education completely.

44. Table T3 provides the percentage of entrants to each institution who continue at the institution, transfer to another HE institution, or leave higher education. These figures have been produced for full-time first degree students only, but have been calculated for young and mature students separately. They have also been calculated for young students from low-participation neighbourhoods, young students from other neighbourhoods, mature students with no previous higher education qualification, and mature students with previous HE qualifications. Note that these rates take no account of progression, that is of moving from year 1 to year 2, nor of course changes within an institution. They simply look at whether or not a student is still in higher education after a year.

45. Students may leave higher education at various times during their first year, or simply not return after the end of the year. We have found that, when a student leaves very early in the academic year, there are different institutional practices about whether such students are recorded on the HESA student record. To prevent such differences affecting the indicators, we have removed from the figures all students who are recorded as leaving before December 1 in their first academic year.

46. Of course, some students who leave higher education after the first year will return after a year out. Table T4 includes statistics about such returns. These are not provided as indicators, but to give some extra information which should be used together with the indicators in Table T3. Table T4 gives the percentage of students who were absent from HE in 1997-98 (having entered in 1996-97) who returned to higher education, either at the same institution or at another institution, in 1998-99. The final column expresses the number of such students who did not return to HE as a percentage of the entrants in 1996-97.

47. A few students may obtain a degree after being on a course for just one year, for example if they have transferred from an HND course, and some may leave after one year with a sub-degree qualification. At most institutions, the numbers of such students are small, and it is not practical to show them separately. They have therefore been included in Table T3 with those 'continuing at the institution'.

48. Last year, students who left after one year with a sub-degree qualification were included with those 'not in HE' in Table T3, to tie in with the way such students are dealt with in Table T5. They were then to be picked up in Table T4, and included as 'resuming at HEI'. From next year, T4 will omit such students, but this year we will still include them in that table.

Projected outcomes and efficiencies

49. Table T5 presents another way of looking at non-completion rates. We have used a method of projection applied to the cohort of students starting at the institution in 1997-98, based on the assumption that they will move through the system in the same way as current students. This provides a useful way of summarising the many different progression routes that are possible.

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50. One of the reasons for using projected outcomes rather than actual outcomes is because we only include students starting on a first degree course. To identify such students we need to go back to where they first started, and at present we do not have reliable records going far enough back for that. The starting point for those graduating in the 1997-98 academic year, particularly those who are on relatively long courses, or who have repeated a year, could be 1993, or even earlier.

51. The projection can be viewed as a prediction of the final outcomes of a group of students starting at an institution, if we assume that the progression paths in future will be the same as those currently taking place. This assumes, for example, that if 85 per cent of students who were in year 2 of their programme of study in 1997-98 moved into year 3 of the programme of study in 1998-99, then the same proportion will move from year 2 to year 3 in the following years. This assumption, that the present is a guide to the future, may not always hold true, but it does allow us to produce a summary of the present movements of students as a set of eventual outcomes. We can show what proportion of students are projected to obtain a degree, leave the institution but transfer into HE elsewhere, or leave the institution without any qualification and without moving into HE elsewhere.

52. By using the projection method we can also record the average study time for all the starters (regardless of whether or not they have a successful outcome) over the period of the projection – this is termed the average actual time. And we can calculate the average study time that might be expected for the successful outcomes reached by the starters – this is termed the average efficient time. For example if a student is awarded a degree on the third year of a programme of study we might expect that to have taken three years of (full-time) study. If a student transfers directly into the second year of programme at another institution we might take this outcome to be worth one year of study at the current institution (since they have skipped the first year at the second institution). Both the actual time and the efficient time are shown in Table T5. The ratio of the efficient time to the actual time is termed the efficiency, and this is also shown on Table T5. Leaving the institution without a qualification and repeating years of programme (either through exam failure or for personal reasons such as illness) are the main factors that reduce the efficiency.

53. This year, some institutions have changed the way in which years of programme have been recorded, and this has affected the projection method. In particular, there may be significant numbers of 'unknown' outcomes for some institutions, and the efficiencies for such institutions may therefore be unsafe. This has been noted in the table, and the efficiencies have been omitted.

Module completion rates

54. When institutions return their data to HESA, they can do so in one of two ways. The reason for using one method rather than the other is largely technical, and most institutions are free to make their own decision. One method provides not just details of students and their courses, but also details of the modules they are taking as part of the course (the 'modular return'). This method must be used by all Welsh HEIs, and it is also used by about a third of other HEIs, for at least some of their students.

55. In looking to develop an indicator of progression for part-time students, the information provided by the module record seemed a natural starting point. If the information was complete, it would provide a pass rate for modules, and so give some idea of the performance of part-time students. This indicator has been defined as the percentage pass rate of modules with results.

56. However, as the method of returning data is so crucial in obtaining this indicator, it was agreed that institutions could opt not to be included. As few institutions outside Wales were prepared for their information to be published this year, it has been decided to publish Table T6 only for Welsh institutions.

57. Although all the students included in the table have been formally registered as aiming for a qualification or an institutional credit, some may be taking the course out of interest and not with the intention of being assessed. This should be borne in

mind in interpreting the figures, particularly in considering the percentage of modules for which results are available.

58. The table provides the number of students and the number of modules for which some information is available, the number of modules for which results are available, and the pass rates for those modules with results. This final value is taken as the indicator. Note that there are no benchmarks provided for this indicator.

Research output

59. The final table, Table R1, provides indicators of annual research output. These indicators are designed to complement the RAE quality ratings and volume measures, not to replace them. The RAE will continue to provide the best measure of the quality of research at institutions. The indicators produced here measure the research output relative to the resources consumed, and will allow us to see how this changes from one year to the next. The output measures used here are the number of PhDs produced, and the amount of research grants and contracts obtained, by each cost centre within an institution; the input measures are the academic staff costs and the funding council allocation for research. The indicators are weighted to reflect the relative importance of each cost centre to the institution.

+. Summary of performance indicators

60. The following paragraphs summarise the sector-wide information for each of the indicators, and provide a comparison with the sector values from last year. Full details of definitions can be found in Annex A, and technical details of the construction of the indicators and benchmarks can be found in the other annexes.

Percentage from schools and colleges in the state sector

61. The proportion of students from state schools or colleges is one of the access indicators produced for young full-time undergraduate entrants. This indicator is shown in Table T1, starting on page 19.

62. The definitions used for school type follow those used by the Universities and Colleges Admissions Services (UCAS) database. We have used the term 'State schools or colleges' for all schools that are not classed as independent. A change in the groupings used has led to a reduction in the number of institutions defined as independent, and the percentage of young entrants from state schools or colleges has apparently increased from 82 per cent in 1997-98 to 85 per cent in 1998-99. However, the two figures are not comparable because of this definitional change.

63. Table 1 below, which gives figures for entrants to first degree courses, shows that this increase has taken place in all the countries of the United Kingdom.

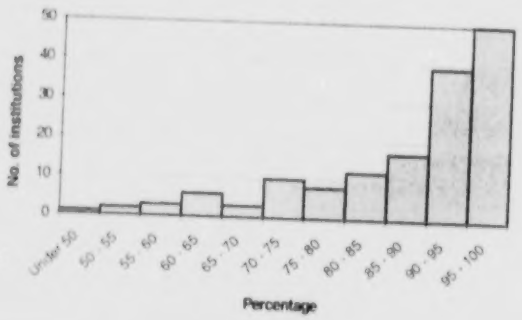
Table 1 **Percentage of young entrants from state schools**

	1997	1998
UK	81.8	85.0
England	81.0	84.4
Scotland	81.2	83.2
Wales	88.0	90.5
Northern Ireland	96.3	99.8

64. Nationally, over 90 per cent per cent of 17 year olds in full-time education attend schools or colleges in the state sector. About 85 per cent of young entrants to undergraduate courses in 1998-99 had attended such schools.

65. Two-thirds of institutions take more than 85 per cent of their young students from state schools, with about half taking more than 90 per cent from such schools. However, one in six institutions take less than 75 per cent of their young entrants from state schools. Chart 1 shows this pattern.

Chart 1 **Percentage of young entrants from state schools**



Percentage from Social Classes 'skilled manual', 'semi-skilled' and 'unskilled'

66. Although this information is now available in HESA, we have again had to use the UCAS database to get the most comprehensive coverage (see definitions in Annex A). This indicator also relates to young full-time undergraduate entrants to higher education, and is the second indicator in Table T1.

67. Nearly 50 per cent of the UK population is classified as being skilled manual, semi-skilled or unskilled, based on the most recent occupation of the head of household. (Figures are from the 1998 General Household Survey.) Nationally, 25 per cent of young entrants to HE come from this section of the population, the same as last year. The following table shows the pattern across the countries in the United Kingdom, for entrants to degree courses.

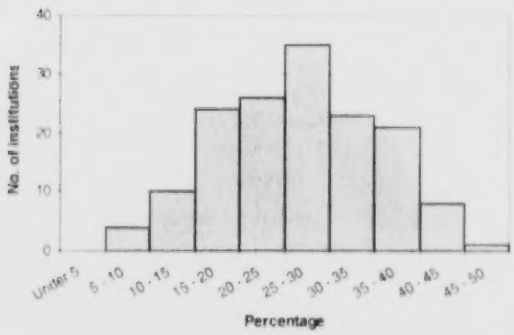
Table 2 **Percentage of young entrants from Social Classes IIIM, IV or V**

	1997	1998
UK	24.9	25.1
England	24.7	24.9
Scotland	23.8	24.1
Wales	26.1	26.4
Northern Ireland	32.8	33.6

68. Table 2 does not take into account any changes in the population base between 1997 and 1998. Small differences such as those in the table are unlikely to mean any difference to the participation **rates** of the different groups, which will depend on the population figures.

69. The percentage from Social Classes IIIM, IV and V varies widely between institutions. Most institutions take between 15 and 40 per cent of young entrants from this group, but a few take more than 40 per cent and some take less than 15 per cent. The spread of values for this indicator is shown in Chart 2.

Chart 2 **Percentage from Social Classes IIIM, IV or V**



70. Institutional changes between 1997 and 1998 are mainly below 5 per cent (in either direction). Only a few small institutions show differences outside this range.

Percentage from low-participation neighbourhoods

71. The percentage of entrants from low-participation neighbourhoods is provided for young and mature undergraduate entrants, both full-time and part-time. The method used in defining low-participation neighbourhoods is described in Annex A. For a discussion of some of the issues surrounding the definition, see Annex A2 and paragraphs 40 and 41 above.

72. As with Social Class, the participation **rates** cannot be inferred from the actual numbers participating. We are carrying out a study into the underlying population figures with a view to improving estimates of the participation rates, and we plan to include some of the results of this work with next year's performance indicators.

73. The indicators are given in Table T1 (starting on page 20) for young full-time entrants, Table T2 part (a) (starting on page 38) for mature full-time entrants, and Table T2 part (b) (starting on page 46) for part-time entrants.

74. In the UK as a whole, about 30 per cent of young people live in such areas. Twelve per cent of young entrants and 14 per cent of mature entrants to full-time first degree programmes in 1998 came from low-participation neighbourhoods. This is similar to the percentages in the previous year, although there has been a slight decrease in the percentage of mature students from these areas. Table 3 shows that there is a similar pattern for all the countries in the United Kingdom.

75. Most institutions take between 5 per cent and 20 per cent of both their young and mature full-time entrants from these areas. A few take less than 5 per cent of their students from such areas; about 10 institutions take more than 25 per cent of their mature entrants from such areas, with slightly fewer taking more than 25 per cent of their young entrants from such areas.

Table 3 **Percentage of full-time entrants from low-participation neighbourhoods**

	Young		Mature	
	1997	1998	1997	1998
UK	12.1	12.3	14.4	13.6
England	11.4	11.6	14.1	13.4
Scotland	16.2	16.9	15.4	13.4
Wales	14.6	15.4	17.5	16.8
N. Ireland	9.3	9.4	14.5	13.1

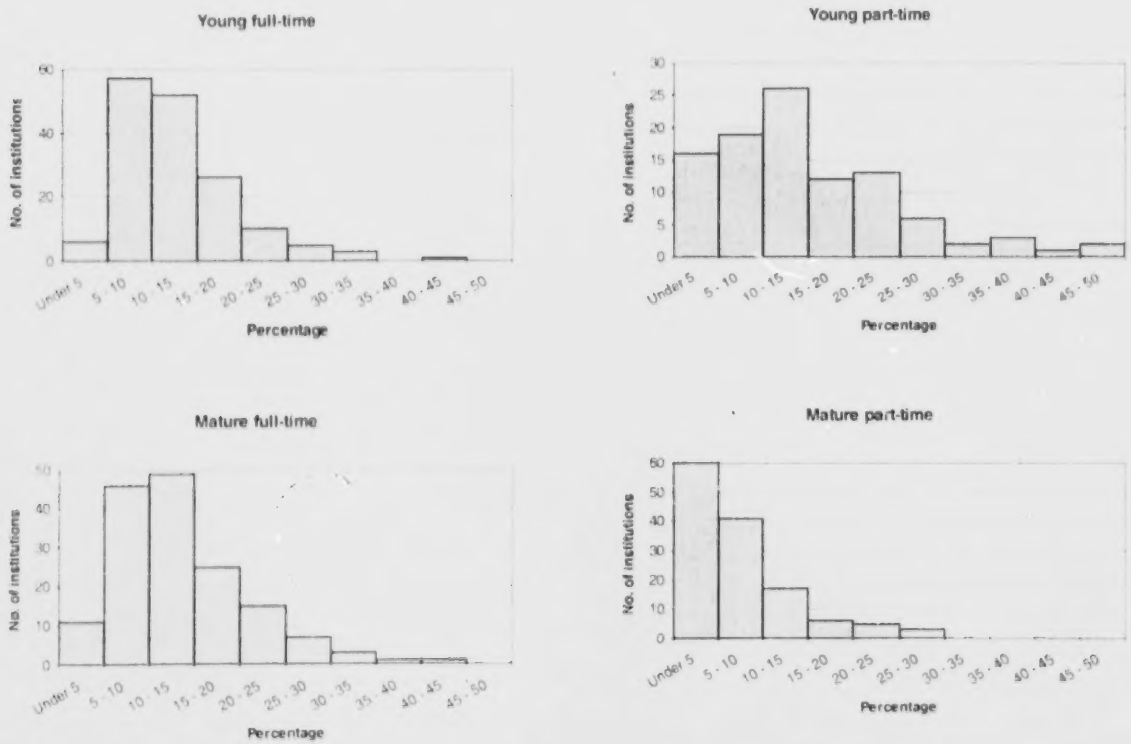
76. As far as part-time entrants are concerned, there is a difference between young and mature entrants. The values are similar to last year's, with 16 per cent of young entrants and 7 per cent of mature entrants to part-time undergraduate courses coming from low-participation neighbourhoods.

77. Table 4 shows the pattern for part-time entrants for the countries of the United Kingdom, and Chart 3 shows the patterns for the indicators for young and mature, and full-time and part-time, entrants.

Table 4 **Percentage of part-time entrants from low-participation neighbourhoods**

	Young		Mature	
	1997	1998	1997	1998
UK	16.4	16.4	7.2	7.2
England	15.5	15.2	6.9	6.9
Scotland	16.1	24.7	4.7	5.4
Wales	23.6	22.7	14.0	13.1
N. Ireland	4.2	9.2	8.9	7.3

Chart 3 **Percentage of entrants from low-participation neighbourhoods**



Access indicators by subject and entry qualifications

78. Tables B9 to B12 in Annex B contain details of the percentages of full-time first degree entrants to the sector coming from state schools, Social Classes IIIM to V, and low-participation neighbourhoods, by subject and entry qualification. There are large differences between the subjects, with the proportions of entrants to subject A (covering medicine, dentistry and veterinary science) coming from any of these groups being lower than the proportions of entrants to engineering or science subjects. Some of the differences are accounted for by the entry qualifications, as entrants with A-levels or Scottish Highers with high points scores also have lower proportions coming from the under-represented groups than other entrants.

Non-continuation rates after first year at institution

79. This indicator, which shows whether an entrant to an institution has continued in higher education beyond the first year, is provided for young and mature full-time first degree entrants to higher education in Table T3, starting on page 54.

80. In general, a higher proportion of mature entrants than young entrants do not continue in higher education after their first year. The non-continuation rate is 15 per cent for mature entrants compared with 8 per cent for young entrants. The non-continuation rate for young entrants is below 10 per cent for nearly three-quarters of institutions. For mature entrants it is between 5 and 20 per cent at most institutions, but over 20 per cent at more than one in 10 institutions.

81. The following table shows the change between 1997 entrants and 1998 entrants, for both young and mature students. Chart 4 illustrates the spread of values between institutions, again for both young and mature entrants. As there has been a change in the definition of 'not continuing' from last year, the figures are not strictly comparable, but the difference is small. The UK figures for young and mature non-continuation rates without the changes would be 7.6 per cent and 15.3 per cent respectively, the same as last year.

Table 5 **Percentage of entrants not continuing beyond year of entry**

	Young		Mature	
	1997	1998	1997	1998
UK	7.6	7.5	15.3	15.1
England	7.6	7.5	15.3	15.1
Scotland	8.7	7.5	15.9	13.5
Wales	6.5	7.5	15.5	17.1
N. Ireland	7.2	6.9	11.9	14.0

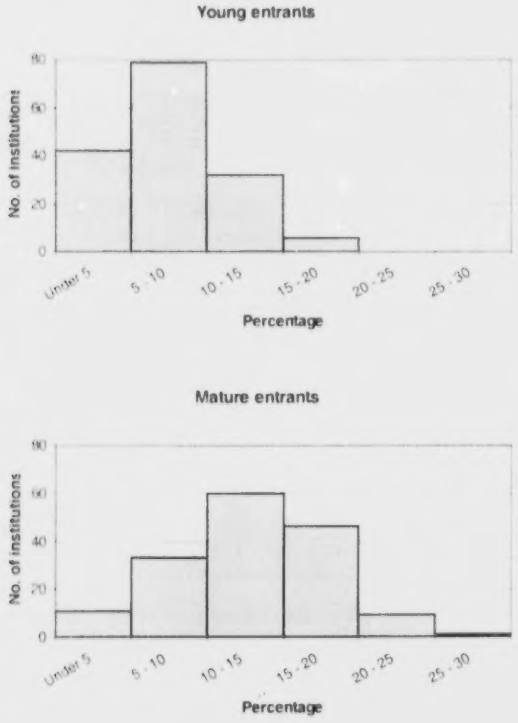
82. As with the access indicators, many of the larger institutional changes occur for small institutions. There are 9 institutions where the young non-continuation rate changes by more than 5 per cent; and the number of young entrants is over 200 at only three of these.

83. For mature entrants, there is a rather more changeable pattern, again partly because the number of mature entrants at many institutions is quite small. About 30 institutions show changes of more than 5 per cent, half of them having fewer than 200 mature entrants.

84. Table T4 (starting on page 81) provides further information about students who do not continue after their first year. It relates to students who started at university or college in 1996-97 but were not in higher education in 1997-98. Nationally, 12 per cent of such students returned to their original institution in 1998-99, with a further 9 per cent transferring to another institution, which is similar to the figures last year. Young students are slightly more likely to return to higher education after a year out than mature students. Thirteen per cent of young students and 11 per cent of mature students returned to their original institution, while 13 per cent of young and 5 per cent of mature students transferred to other HEIs after a year out of higher education. This suggests that the overall percentage of students leaving higher education at

the end of their first year with no qualification, and not returning after a year out, is about 8 per cent.

Chart 4 **Non-continuation rates after year of entry to institution**



By subject and entry qualifications

85. Tables B13 and B14 in Annex B show non-continuation rates for young and mature students across the sector by subject and entry qualification. The lowest non-continuation rates are in the subject group covering medicine, dentistry and veterinary science, for both young and mature students, and the highest rates are in the groups covering mathematical and computing sciences, and engineering.

86. Non-continuation rates are also generally lower for entrants with high A-level or Scottish Highers scores than for those with other qualifications. This is true for both young and mature students. For all subjects, and for most entry qualifications, the non-continuation rates for young entrants are lower than those for mature entrants. However, mature entrants with A-levels or Scottish Highers with 6, 7 or 8 points appear to have lower rates of non-continuation than young entrants with similar entry qualifications.

Projected outcomes and efficiency

87. The figures in Table T5, which starts on page 90, summarise the pattern of movements at institutions between 1997-98 and 1998-99. They give the outcomes that would be expected from current starters at the institution if the progression patterns were to remain unchanged over the next few years.

88. There are two ways of obtaining sector-wide projected outcomes. The values for the UK and its constituent countries provided in Table T5 are obtained by taking a (weighted) average of all the relevant institutional values. These will be called the sector averages. The sector projected values can be found by treating all students across the sector as if they were at a single institution, with a single set of progression paths. This set of progression paths will not include transfers, as any student leaving the UK will be assumed to have left HE. These sector projected values are shown in Table 6. The table gives the figures to the nearest percent, which reflects their level of accuracy. However, we have also provided the values to the next decimal place, in brackets, to show that the difference is no greater than the accuracy of the figures.

Table 6 **Sector projected outcomes – percentages**

	Obtain degree			
	1996		1997	
UK	80	(80.3)	80	(80.5)

	Obtain no qualification			
	1996		1997	
UK	18	(17.6)	17	(17.4)

89. The sector averages show that 77 per cent of students starting at an institution are expected to qualify from that institution with a degree,

16 per cent are expected to get no qualification, and a further 6 per cent are expected to transfer to another institution. At most institutions, between 70 and 90 per cent of entrants are projected to graduate at the institution where they started. There are a small number of institutions where this projected figure is less than 60 per cent. The projected percentage of students who leave before gaining any award, and who neither return to study nor transfer to another institution, is less than 20 per cent for the majority of institutions. These figures are similar to last year. Tables 7 and 8 give a summary across the countries of the United Kingdom.

90. As with Table 6, the figures are shown as published, to the nearest percent, with the next decimal place shown in brackets.

Table 7 **Projected outcomes – percentage expected to gain a degree (sector averages)**

	Obtain degree			
	1996		1997	
UK	77	(77.0)	77	(76.8)
England	77	(76.8)	77	(76.8)
Scotland	73	(73.3)	75	(75.1)
Wales	78	(77.7)	77	(77.5)
N. Ireland	84	(84.4)	86	(85.6)

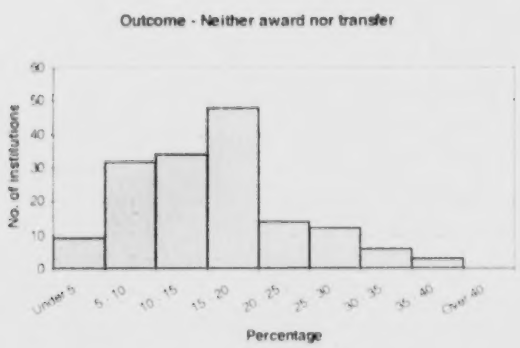
Table 8 **Projected outcomes – percentage expected to obtain no award nor transfer (sector averages)**

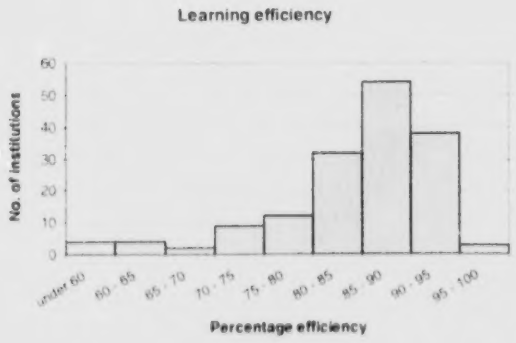
	No award or transfer			
	1996		1997	
UK	16	(16.0)	16	(16.1)
England	16	(15.7)	16	(16.2)
Scotland	17	(17.3)	16	(16.1)
Wales	16	(15.7)	16	(15.8)
N. Ireland	13	(12.9)	11	(11.0)

91. The efficiency of an institution has been defined as the ratio of the time students should ideally take to obtain a qualification or transfer, to the projected study time taken before gaining a qualification, transferring or discontinuing. Nearly all institutions show an efficiency of over 80 per cent. Across the sector as a whole, and following students through transfers to their eventual outcomes, the efficiency is 85 per cent.

92. Chart 5 shows the spread of values of the percentage expected to achieve no award, and the spread of efficiency values, across institutions.

Chart 5 **Projected outcomes / efficiencies of students starting a full-time degree course in 1997-98**





Research indicators

93. These indicators are different in kind to the others, in that they do not wholly relate to the student population. They are measuring research output, as shown by number of PhDs awarded and amount of research grants or contracts for which expenditure has been incurred, against the resource inputs academic staff costs and funding councils allocation for research.

94. In addition, these indicators do not measure research quality. This is done by the Research Assessment Exercise (RAE). Results from the 1996 RAE can be obtained from the following web page:

www.niss.ac.uk/education/hefc/rae96/c1_96.html.

95. These indicators are all standardised to a value of 1 and take account of the differing ratios of output to input in different cost centres. A value of 1 for an indicator shows that the institution is producing the same as the rest of the sector, relative to its input. A value below 1 shows it is producing less than the sector, and a value greater than 1 shows that it is producing more than the sector, again relative to its input.

96. The indicator based on share of PhDs per share of academic staff costs takes values between 0 and 2 in most institutions. Only 13 institutions produce more than twice their share of PhDs compared to their share of staff costs. The largest value obtained is 3.5, from a specialist institution.

97. When looking at funding council funding as the input, we get a similar picture, except that the values above 2 are more spread out. The largest indicator here is 10.9. The large values occur mainly for institutions whose funding council income for research is very small, and so even a few PhDs can represent more than their share of this funding.

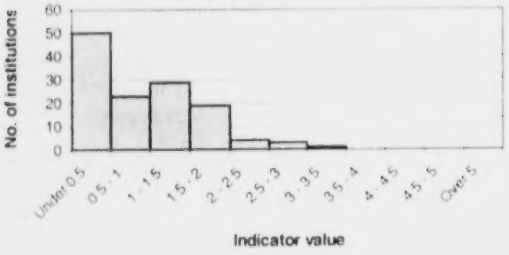
98. For research grants and contracts, the indicator values are widely spread. The share of research grants and contracts per share of academic staff costs is again under 2 for most institutions, but there are a few which have values greater than 4. These are specialist institutions that are likely to be the main player in their field.

99. The indicator of research grants and contracts per share of funding council funding has the widest range of values of all these research indicators. The largest values tend to occur in institutions which have a low share of the research funding from the funding councils. If these institutions obtain research grants or contracts, then these can form a large share of the sector figure, producing large values for the indicator.

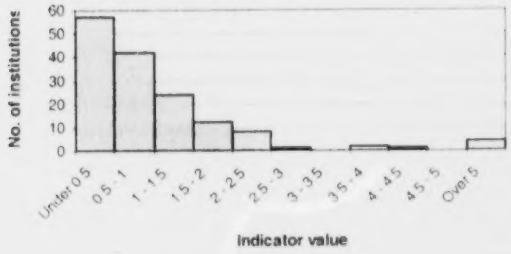
100. Chart 6 shows the spread of the four research indicators across institutions with non-zero inputs.

Chart 6 **Research indicators**

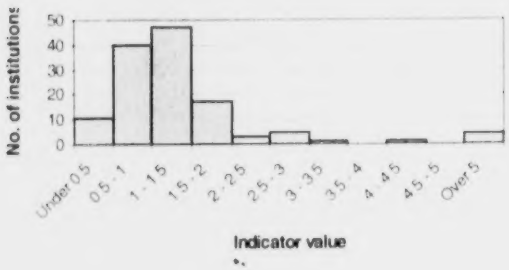
Share of PhDs per share of academic staff costs, weighted by cost centre



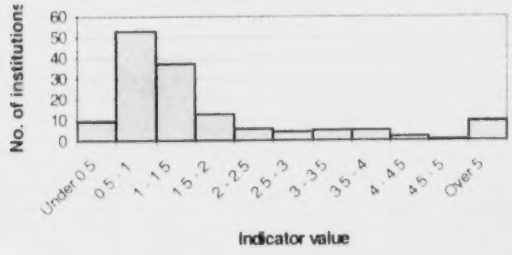
Share of research grants & contracts per share of academic staff costs, weighted by cost centre



Share of PhDs per share of funding council funding, weighted by cost centre



Share of research grants & contracts per share of funding council funding, weighted by cost centre



5. Tables of indicators and their interpretation

General

101. The tables in this report cover all publicly funded institutions of higher education in the United Kingdom. The introduction to each table gives a brief explanation of what it contains, what population is covered, and any situations that may need special consideration.

102. All the tables are based on students who are residents of England, Scotland, Wales, or Northern Ireland. Most of the indicators are shown separately for young and mature students, where young students are those under 21 on 30 September of their year of entry to the institution.

103. General definitions of terms used in the tables are provided at Annex A. A brief explanation of adjusted sector benchmarks is given in paragraphs 15 to 18 of the main text, with more technical details in Annex B.

104. Standard deviations and significant differences are provided in some of the tables. Brief explanations are provided in the main text in paragraphs 19 and 20, with more technical details in Annex B. Technical details for Table T5 are in Annex C.

Indicators

105. The performance indicators cover access, non-continuation rates, projected outcomes and efficiencies, module completion rates, and research output. Higher education institutions in the UK are diverse, and the range of indicators reflects some of this diversity. Some of the factors which make up this diversity have been taken into account in producing 'adjusted sector benchmarks', which are included in most of the tables. All the benchmarks take subject of study and entry qualifications of students into account. In addition, the indicators are either provided separately for young and mature students, or the benchmark includes age as a third factor.

Adjusted sector benchmarks

106. The benchmarks provided with each indicator make allowance for the subject mix of the institution, the qualifications on entry of its students, and the age on entry of its students if the indicator covers all ages.

107. These benchmarks are used for all the indicators except those relating to research. The factors included are not the only characteristics that affect how students perform, but they do account for a large proportion of the differences between institutions. Without a benchmark of some sort, comparisons would have to be made either with the overall sector value, or directly with other institutions, with no allowance made for any factors that might have a bearing on results. This benchmark is the value that the whole UK sector would have if it had the same subject and entry qualification profile as the institution. More complex statistical methods could be used to produce benchmarks, but the approach used here balances the needs for transparency and for rigour.

108. The benchmark has a second purpose. Institutions whose benchmarks are different should not be compared, as they will have quite different characteristics. Two institutions with similar benchmarks will not necessarily be similar, but the benchmarks, in conjunction with other knowledge, can provide a first indication of whether it makes sense to compare particular institutions.

109. The method of calculating the adjusted sector benchmark is the same for all indicators produced. It is described in detail in Annex B, where full details of the characteristics of students by subject and entry qualification across the sector can also be found.

Significant differences

110. In looking at differences between institutions, small differences between indicators should generally be ignored. What is difficult to determine is when a difference stops being 'small'. The same is true when comparing an indicator and its benchmark: small differences can be ignored, but we must define small. We have dealt with this problem using a combination of methods, which are outlined below, and given in greater detail in Annex B.

111. The tables include a measure known as the 'standard deviation', which can help to answer the question of whether or not the difference between an indicator and its benchmark is small. We have also marked institutions for which this difference may be considered large enough to be significant. This year, we have distinguished between differences which show the indicator is 'better' than the benchmark (marked ⊕), and those where the indicator is 'worse' than the benchmark (marked ⊖). In general, if there is no mark against an indicator, the difference between the indicator and its benchmark is not large enough to be important. Full details of the assumptions made in obtaining the standard deviation are provided in Annex B. We have defined a difference as significant if it has a value which is at least three times the standard deviation, and is also at least 3 per cent.

112. A significant difference between an indicator and its benchmark suggests that the institution is doing either well or badly with respect to that indicator. Institutions that appear to be doing 'badly' should investigate why this large difference exists. There may be factors which the benchmark does not take into account, or there may be some areas within the institution that are performing less well than others. Institutions that are performing 'well' may be able to look at their performance and provide pointers to good practice. Institutions which wish to investigate these factors further already have most of the information needed to do this, and the funding councils are happy to provide further help. Note that the institutional indicators may mask both 'better' and 'worse' performance at school or subject levels within the institution.

How to interpret the indicators

113. The higher education sector is diverse, and this creates a problem for those who would like just one measure of what is 'best'. The indicators in this report are designed to be taken together, and even so do not cover all facets of the sector.

114. Care should also be taken to ensure that two institutions are alike enough to compare, or at least that the differences are made clear in making any comparison. There is no point, in the extreme case, in trying to compare a small specialist college of art and design with a large multi-faculty university. However, there are less extreme cases where comparison is still not meaningful. To help decide if two institutions can be compared, the adjusted sector benchmarks may be used. In general, if two institutions have substantially different benchmarks, they should not be compared.

Small numbers

115. The indicators apply to various sub-groups of the student population, such as young full-time degree students, or mature part-time students. By splitting the population in this way, there is a danger that the numbers on which a particular indicator is based may be rather small. In such cases, interpretation is particularly difficult. For example, if there are only 50 students in the base population, a change in status of only two of the students would change the indicator by 4 per cent. In all tables, the numbers of students forming the base for the indicators have been given. The values of indicators have been included even where the base numbers are small, but care should be taken in their interpretation.

Table T1

Participation of under-represented groups in higher education

a. Young full-time first degree entrants 1998-99

b. Young full-time undergraduate entrants 1998-99

1. This table provides three indicators giving the proportion of young entrants to higher education who come from certain groups which are under-represented relative to the population as a whole. The indicators apply to young full-time undergraduates who entered the institution during the 1998-99 academic year. Most entrants will be in the first year of a programme, but some will be in later years, perhaps because they have transferred from another HEI.

2. The table is in two parts. Part (a) provides the performance indicators for entrants to first degree programmes of study only. Part (b) gives the same information, but for all undergraduate entrants, that is including students on HND, HNC, and similar courses, as well as first degree students. The figures for 'other undergraduates', that is excluding degree entrants, are not published here, but will be available in the electronic version of this publication for those institutions with large enough numbers to warrant it.

3. The table shows the total number of full-time entrants at each institution, with the number and percentage of these who are young. The percentage of young entrants for whom the requisite data are available is given under 'Percent with known data'. The indicator is then based only on the entrants for whom data are available. If there is a low percentage of students with known data, then the indicator may be misleading.

4. The three indicators are:

- percentage of entrants whose previous school was in the state sector
- percentage of students whose parental occupation is skilled manual, semi-skilled, or unskilled (Social Classes IIIM to V)
- percentage of students whose home postcode is for an area classed as low participation.

(More detailed definitions are given in Annex A.)

5. Because school type and social class information is only available for those entering HE through UCAS, the coverage for these indicators is generally lower than for the low participation indicator. For some institutions, there is no information available on the social class and previous school type of their students, so the columns have been left blank. This is not a reflection on the institution; it is simply due to the way the data have been collected.

6. Full details of how low participation neighbourhoods have been defined are available in Annex A2. A brief discussion of the indicator is also given at paragraphs 40 and 41. Note that some institutions in London which recruit mainly from their local area show a different pattern for the low participation indicator than for the other access indicators.

7. The performance indicator is in the column headed 'Percent from group', and is followed by the adjusted sector benchmark, headed 'Benchmark' and the standard deviation, headed 'Std dev'. If the next column is blank, then the indicator can be considered close to its benchmark; otherwise, there is some difference which may be worth investigating. (See paragraph 111 for more details of the symbols used.)

Table T1 a : Participation of under-represented groups in higher education

Young full-time first degree entrants 1998-99

Institution	Total entrants	Number of young entrants	Percent entrants who are young	From state schools or colleges: Percent with known data	From state schools or colleges: Percent from group	From state schools or colleges: Bench-mark	From state schools or colleges: Std dev		From Social Class IIIM, IV, V: Percent with known data	From Social Class IIIM, IV, V: Percent from group	From Social Class IIIM, IV, V: Bench-mark	From Social Class IIIM, IV, V: Std dev		From low participation neighbourhoods: Percent with known data	From low participation neighbourhoods: Percent from group	From low participation neighbourhoods: Bench-mark	From low participation neighbourhoods: Std dev	
			%	%	%	%	%		%	%	%	%		%	%	%	%	
UK																		
All UK Institutions	*281,446*	*216,132*	77	84	**85**				86	**25**				98	**12**			
England																		
All English Institutions	*229,808*	*174,772*	76	85	**84**				86	**25**				98	**12**			
Anglia Polytechnic University	*2,260*	*1,338*	59	64	**95**	**91**	1.0	⊕	67	**28**	**31**	1.4		98	**11**	**15**	0.9	⊖
Aston University	*1,406*	*1,250*	89	94	**87**	**85**	1.0		92	**29**	**24**	1.3	⊕	99	**11**	**11**	0.9	
University of Bath	*1,243*	*1,167*	94	89	**80**	**79**	1.2		96	**18**	**19**	1.2		99	**7**	**9**	0.9	
Bath Spa University College	*813*	*480*	59	80	**96**	**92**	1.5	⊕	89	**28**	**28**	2.1		98	**10**	**14**	1.4	
University of Birmingham	*3,696*	*3,488*	94	96	**73**	**78**	0.7	⊖	96	**17**	**19**	0.7		98	**8**	**9**	0.5	
Bishop Grosseteste College	*197*	*159*	81	85	**98**	**92**	2.4		92	**38**	**30**	3.7		100	**12**	**15**	2.5	
Bolton Institute of Higher Education	*1,215*	*601*	49	60	**98**	**94**	1.4	⊕	64	**46**	**34**	2.4	⊕	98	**26**	**16**	1.6	⊕
Bournemouth University	*1,804*	*1,426*	79	87	**91**	**89**	0.9		88	**22**	**27**	1.2	⊖	99	**6**	**13**	0.8	⊖
University of Bradford	*1,678*	*1,423*	85	91	**91**	**87**	0.9	⊕	91	**33**	**27**	1.2	⊕	99	**14**	**13**	0.9	
Bretton Hall	*667*	*517*	78	85	**96**	**93**	1.4		92	**29**	**27**	2.0		97	**16**	**14**	1.5	
University of Brighton	*2,633*	*1,659*	63	74	**91**	**91**	0.9		87	**24**	**29**	1.1	⊖	96	**10**	**14**	0.8	⊖
University of Bristol	*2,926*	*2,679*	92	68	**57**	**73**	1.0	⊖	70	**9**	**16**	0.9	⊖	99	**5**	**8**	0.5	⊖
Brunel University	*2,340*	*1,813*	77	91	**87**	**87**	0.8		90	**30**	**26**	1.1	⊕	97	**10**	**12**	0.7	
Buckinghamshire Chilterns University College	*1,583*	*1,065*	67	67	**97**	**94**	1.1		64	**33**	**32**	1.7		98	**13**	**15**	1.0	
University of Cambridge	*2,808*	*2,737*	97	97	**53**	**66**	0.8	⊖	96	**8**	**12**	0.7	⊖	98	**5**	**6**	0.5	
Canterbury Christ Church University College	*1,109*	*761*	69	83	**93**	**91**	1.2		89	**31**	**30**	1.7		99	**9**	**15**	1.1	⊖
University of Central England in Birmingham	*2,946*	*2,073*	70	77	**95**	**92**	0.7	⊕	77	**39**	**31**	1.1	⊕	98	**16**	**14**	0.7	
University of Central Lancashire	*3,447*	*2,108*	61	71	**96**	**90**	0.8	⊕	71	**34**	**30**	1.2	⊕	98	**19**	**14**	0.8	

⊕ / ⊖ Shows that the indicator is significantly better/worse than its benchmark

25

Table T1 a : Participation of under-represented groups in higher education

Young full-time first degree entrants 1998-99

Institution	Total entrants	Number of young entrants	Percent entrants who are young	From state schools or colleges: Percent with known data	From state schools or colleges: Percent from group	From state schools or colleges: Benchmark	From state schools or colleges: Std dev		From Social Class IIIM, IV, V: Percent with known data	From Social Class IIIM, IV, V: Percent from group	From Social Class IIIM, IV, V: Benchmark	From Social Class IIIM, IV, V: Std dev		From low participation neighbourhoods: Percent with known data	From low participation neighbourhoods: Percent from group	From low participation neighbourhoods: Benchmark	From low participation neighbourhoods: Std dev	
			%	%	%	%	%		%	%	%	%		%	%	%	%	
Central School of Speech and Drama	142	90	63	66	**88**	**93**	4.3		72	**12**	**24**	4.8		98	**7**	**13**	3.1	
Cheltenham and Gloucester CHE	1,908	1,440	75	86	**93**	**91**	0.9		93	**27**	**30**	1.2	-	97	**11**	**15**	0.8	-
Chester College of Higher Education	954	807	85	88	**95**	**91**	1.1	+	92	**30**	**29**	1.6		99	**18**	**14**	1.2	
University College Chichester	813	541	67	88	**95**	**91**	1.4		93	**29**	**30**	1.9		99	**11**	**15**	1.4	
City University	1,118	889	80	86	**78**	**86**	1.4	-	87	**29**	**25**	1.6		98	**8**	**12**	1.0	-
Coventry University	3,416	2,579	75	80	**93**	**91**	0.7		84	**33**	**31**	0.9		99	**15**	**15**	0.7	
Cranfield University	245	178	73	68	**85**	**88**	3.1		66	**21**	**28**	3.7		98	**10**	**13**	2.3	
Cumbria College of Art & Design	205	136	66	87	**100**	**99**	2.4		84	**42**	**35**	4.3		98	**20**	**17**	3.1	
Dartington College of Arts	141	87	62	80	**97**	**94**	3.4		91	**27**	**27**	4.8		100	**14**	**14**	3.5	
De Montfort University	4,897	3,694	75	78	**95**	**92**	0.5	+	78	**36**	**31**	0.8	+	98	**14**	**15**	0.5	
University of Derby	3,039	2,054	68	80	**97**	**92**	0.7	+	84	**28**	**30**	1.0		99	**16**	**15**	0.8	
University of Durham	2,706	2,455	91	96	**63**	**77**	0.9	-	96	**13**	**18**	0.8	-	98	**8**	**9**	0.6	
University of East Anglia	1,682	1,368	81	91	**85**	**82**	1.0		93	**18**	**22**	1.1	-	99	**8**	**11**	0.8	
University of East London	2,622	1,156	44	66	**96**	**93**	1.0	+	64	**39**	**33**	1.6	+	95	**15**	**15**	1.0	
Edge Hill College of Higher Education	1,126	837	74	89	**97**	**92**	1.0	+	85	**35**	**31**	1.7		99	**22**	**15**	1.3	+
University of Essex	938	755	80	90	**93**	**85**	1.2	+	94	**28**	**25**	1.6		99	**10**	**12**	1.1	
University of Exeter	1,988	1,772	89	92	**70**	**79**	1.0	-	95	**15**	**20**	1.0	-	99	**6**	**10**	0.7	-
Falmouth College of Arts	362	243	67	85	**99**	**97**	1.9		87	**25**	**28**	2.9		98	**15**	**13**	2.2	
Goldsmiths College	1,168	713	61	80	**85**	**86**	1.4		87	**22**	**24**	1.7		96	**8**	**12**	1.1	-
University of Greenwich	2,396	1,417	59	75	**94**	**91**	0.9		79	**34**	**32**	1.3		99	**14**	**15**	0.9	
Harper Adams University College	270	212	79	77	**81**	**82**	2.7		77	**18**	**21**	3.0		97	**4**	**7**	1.8	
University of Hertfordshire	3,340	2,414	72	83	**95**	**91**	0.7	+	82	**35**	**31**	1.0	+	98	**13**	**15**	0.7	

+ or - shows that the indicator is significantly better/worse than its benchmark

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Table T1 a : Participation of under-represented groups in higher education

Young full-time first degree entrants 1998-99

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			%	%	%	%	%		%	%	%	%		%	%	%	%	
Homerton College, Cambridge	*190*	*160*	84	89	**73**	**88**	3.2	⊖	90	**19**	**25**	3.3		98	**8**	**11**	2.3	
University of Huddersfield	*2,876*	*2,082*	72	85	**96**	**92**	0.7	⊕	81	**38**	**31**	1.1	⊕	98	**19**	**15**	0.8	⊕
University of Hull	*1,993*	*1,718*	86	93	**89**	**84**	0.8	⊕	93	**23**	**24**	1.0		99	**12**	**12**	0.8	
Imperial College	*1,411*	*1,332*	94	95	**62**	**73**	1.2	⊖	93	**17**	**17**	1.1		98	**6**	**8**	0.8	
Keele University	*1,198*	*1,098*	92	89	**90**	**84**	1.0	⊕	87	**20**	**23**	1.3		99	**11**	**12**	1.0	
University of Kent at Canterbury	*1,570*	*1,287*	82	90	**87**	**83**	1.0	⊕	93	**20**	**23**	1.2		99	**9**	**12**	0.8	
Kent Institute of Art & Design	*419*	*300*	72	89	**100**	**99**	1.6		86	**34**	**30**	2.8		99	**15**	**14**	1.9	
King Alfred's College, Winchester	*979*	*776*	79	89	**93**	**91**	1.2		90	**27**	**28**	1.6		99	**13**	**14**	1.2	
King's College London	*2,448*	*2,048*	84	89	**63**	**77**	1.0	⊖	92	**17**	**19**	0.9		99	**8**	**10**	0.6	
Kingston University	*3,198*	*2,151*	67	75	**92**	**90**	0.8		75	**31**	**30**	1.1		98	**10**	**14**	0.7	⊖
Lancaster University	*1,948*	*1,773*	91	94	**89**	**81**	0.8	⊕	94	**21**	**21**	1.0		98	**11**	**10**	0.8	
University of Leeds	*4,426*	*4,149*	94	94	**73**	**78**	0.6	⊖	95	**15**	**19**	0.6	⊖	99	**8**	**10**	0.5	
Leeds Metropolitan University	*4,377*	*2,983*	68	72	**93**	**91**	0.7		74	**28**	**30**	0.9		98	**12**	**14**	0.6	
University of Leicester	*1,882*	*1,778*	94	96	**87**	**80**	0.8	⊕	96	**20**	**21**	1.0		98	**10**	**10**	0.7	
University of Lincolnshire and Humberside	*2,162*	*1,508*	70	86	**97**	**91**	0.8	⊕	89	**33**	**30**	1.2		97	**15**	**14**	0.9	
University of Liverpool	*3,189*	*2,854*	89	93	**85**	**80**	0.7	⊕	94	**21**	**21**	0.8		99	**12**	**10**	0.6	
Liverpool Hope	*1,107*	*823*	74	91	**95**	**92**	1.0		93	**39**	**33**	1.6	⊕	98	**27**	**17**	1.3	⊕
Liverpool John Moores University	*3,638*	*2,758*	76	79	**94**	**89**	0.6	⊕	80	**30**	**28**	0.9		97	**19**	**14**	0.7	⊕
University of London	*150*	*112*	75	71	**72**	**75**	4.3		79	**9**	**19**	3.9		97	**10**	**10**	3.0	
London Sch of Economics & Political Sci	*501*	*475*	95	95	**62**	**74**	2.0	⊖	96	**13**	**16**	1.8		96	**6**	**8**	1.3	
London Guildhall University	*2,145*	*1,241*	58	73	**93**	**93**	1.0		75	**36**	**33**	1.5		99	**10**	**15**	0.9	⊖
The London Institute	*1,464*	*822*	56	79	**97**	**96**	1.1		85	**23**	**28**	1.5	⊖	99	**10**	**13**	1.1	

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			%	%	%	%	%		%	%	%	%		%	%	%	%	
Loughborough University	*2,508*	*2,342*	93	94	**82**	**84**	0.8		94	**22**	**23**	0.9		99	**9**	**11**	0.6	
University of Luton	*2,103*	*1,373*	65	67	**98**	**93**	0.9	⊕	65	**39**	**33**	1.5	⊕	97	**16**	**16**	0.9	
University of Manchester	*3,926*	*3,519*	90	92	**75**	**78**	0.7	⊖	92	**18**	**19**	0.7		97	**10**	**10**	0.5	
UMIST	*1,294*	*1,196*	92	90	**77**	**82**	1.2	⊖	89	**21**	**23**	1.3		97	**12**	**10**	0.9	
Manchester Metropolitan University	*5,426*	*4,099*	76	79	**93**	**90**	0.5		79	**33**	**29**	0.8	⊕	98	**17**	**14**	0.5	
Middlesex University	*3,829*	*2,200*	57	82	**96**	**93**	0.7		79	**36**	**31**	1.1	⊕	99	**13**	**15**	0.7	
University of Newcastle upon Tyne	*2,826*	*2,679*	95	93	**66**	**79**	0.8	⊖	95	**15**	**20**	0.8	⊖	98	**10**	**10**	0.6	
Newman College	*380*	*265*	70	85	**97**	**92**	1.9		89	**42**	**31**	3.0	⊕	97	**19**	**16**	2.2	
University College Northampton	*2,069*	*1,513*	73	80	**96**	**92**	0.8	⊕	80	**36**	**31**	1.3	⊕	98	**14**	**15**	0.9	
University of North London	*3,087*	*1,389*	45	54	**94**	**92**	1.1		53	**37**	**33**	1.6		94	**11**	**15**	0.9	⊖
North Riding College	*417*	*283*	68	81	**97**	**93**	1.8		89	**36**	**31**	2.8		98	**22**	**16**	2.2	
Northern School of Contemporary Dance	*47*	*38*	81	0					0					97	**32**	**15**	6.5	
University of Northumbria at Newcastle	*4,006*	*2,881*	72	73	**89**	**89**	0.7		87	**28**	**28**	0.9		99	**17**	**13**	0.6	⊕
Norwich School of Art & Design	*190*	*121*	64	91	**100**	**93**	2.5		86	**31**	**25**	4.2		100	**7**	**13**	2.6	
University of Nottingham	*2,733*	*2,601*	95	97	**72**	**75**	0.8		96	**13**	**17**	0.8	⊖	98	**7**	**8**	0.6	
Nottingham Trent University	*3,817*	*3,173*	83	88	**90**	**89**	0.6		88	**28**	**27**	0.8		99	**12**	**13**	0.6	
School of Oriental and African Studies	*404*	*233*	58	82	**63**	**81**	3.0	⊖	91	**18**	**22**	2.7		98	**5**	**11**	1.8	⊖
University of Oxford	*3,608*	*3,021*	84	95	**50**	**68**	0.8	⊖	94	**9**	**13**	0.7	⊖	99	**4**	**7**	0.5	
Oxford Brookes University	*2,488*	*1,879*	76	88	**74**	**88**	1.0	⊖	94	**18**	**28**	1.0	⊖	98	**7**	**13**	0.7	⊖
School of Pharmacy	*117*	*96*	82	92	**72**	**84**	4.3		98	**31**	**23**	4.5		100	**11**	**10**	3.2	
University of Plymouth	*3,625*	*2,532*	70	83	**91**	**90**	0.7		83	**25**	**28**	0.9	⊖	98	**10**	**14**	0.6	⊖
University of Portsmouth	*2,656*	*2,165*	82	90	**91**	**89**	0.7		89	**27**	**29**	1.0		99	**9**	**14**	0.7	⊖

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			%	%	%	%	%		%	%	%	%		%	%	%	%	
Queen Mary and Westfield College	1,750	1,451	83	91	**77**	**82**	1.0	⊖	91	**25**	**23**	1.2		99	**9**	**12**	0.8	
Ravensbourne College	160	104	65	74	**96**	**98**	3.1		88	**24**	**29**	4.4		98	**10**	**13**	3.0	
University of Reading	2,115	1,840	87	91	**79**	**83**	0.9	⊖	92	**19**	**22**	1.0	⊖	98	**7**	**11**	0.7	⊖
College of Ripon & York St John	990	798	81	90	**94**	**90**	1.1	⊕	94	**25**	**28**	1.5		99	**15**	**14**	1.2	
University of Surrey Roehampton	1,724	1,128	65	85	**93**	**91**	1.0		87	**29**	**29**	1.4		99	**10**	**15**	0.9	⊖
Rose Bruford College	158	113	72	88	**93**	**94**	3.0		89	**25**	**25**	4.2		98	**13**	**13**	3.1	
Royal Academy of Music	57	53	93	0					0					100	**6**	**12**	3.8	
Royal College of Music	54	53	98	0					0					100	**8**	**12**	4.0	
Royal Holloway, University of London	1,160	1,038	89	91	**70**	**82**	1.3	⊖	92	**19**	**22**	1.3		98	**8**	**11**	0.9	
Royal Northern College of Music	110	102	93	0					0					96	**12**	**12**	3.0	
Royal Veterinary College	102	95	93	91	**62**	**61**	4.7		99	**11**	**12**	3.9		98	**8**	**6**	3.1	
St George's Hospital Medical School	224	194	87	71	**53**	**61**	3.9		87	**14**	**15**	3.0		96	**5**	**8**	2.0	
College of St Mark & St John	635	413	65	88	**94**	**91**	1.6		88	**32**	**31**	2.3		97	**14**	**15**	1.6	
St Martin's College	974	762	78	80	**97**	**92**	1.1	⊕	89	**29**	**31**	1.7		99	**14**	**15**	1.2	
St Mary's College	713	624	88	94	**91**	**90**	1.3		93	**30**	**29**	1.8		96	**10**	**15**	1.3	⊖
University of Salford	2,945	2,113	72	78	**93**	**90**	0.8	⊕	78	**32**	**29**	1.1	⊕	98	**16**	**14**	0.8	
University of Sheffield	3,079	2,813	91	95	**82**	**76**	0.7	⊕	96	**18**	**18**	0.8		99	**9**	**9**	0.6	
Sheffield Hallam University	5,058	3,792	75	86	**93**	**89**	0.5	⊕	87	**29**	**28**	0.8		99	**15**	**13**	0.5	
University of Southampton	3,629	3,140	87	92	**79**	**81**	0.7		93	**18**	**21**	0.7	⊖	97	**6**	**11**	0.5	⊖
Southampton Institute	2,629	1,910	73	65	**93**	**92**	0.9		67	**29**	**31**	1.2		98	**10**	**15**	0.7	⊖
South Bank University	2,770	1,064	38	63	**93**	**92**	1.2		63	**33**	**32**	1.7		93	**11**	**15**	1.0	⊖
Staffordshire University	3,429	2,682	78	84	**96**	**92**	0.6	⊕	85	**34**	**31**	0.9	⊕	98	**17**	**15**	0.7	

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			%	%	%	%	%		%	%	%	%		%	%	%	%	
University of Sunderland	2,762	1,904	69	82	97	92	0.7	⊕	95	39	32	1.1	⊕	99	30	15	0.9	⊕
The Surrey Inst of Art & Design Univ Col	609	485	80	87	98	97	1.3		90	25	29	2.0		99	8	14	1.4	⊖
University of Surrey	953	839	88	91	84	85	1.3		93	20	24	1.5	⊖	98	7	11	1.0	⊖
University of Sussex	1,809	1,388	77	91	82	81	1.0		95	15	21	1.1	⊖	99	7	11	0.8	⊖
University of Teesside	2,485	1,640	66	71	97	92	0.8	⊕	80	39	31	1.2	⊕	97	22	16	0.9	⊕
Thames Valley University	1,505	614	41	54	98	95	1.5		61	41	33	2.3	⊕	96	12	16	1.3	
Trinity & All Saints	655	568	87	90	90	88	1.4		87	28	27	1.9		98	15	14	1.4	
Trinity College of Music	79	71	90	0					0					99	10	12	3.6	
University College London	2,600	2,240	86	90	57	75	1.0	⊖	93	14	18	0.9	⊖	98	5	9	0.6	⊖
University of Warwick	2,289	2,147	94	95	77	76	0.8		94	16	18	0.9		99	7	9	0.6	
Westhill College	239	111	46	72	98	92	3.1		78	45	33	4.8		99	23	16	3.4	
University of West of England, Bristol	4,744	3,761	79	84	82	88	0.6	⊖	84	22	27	0.7	⊖	98	8	13	0.5	⊖
University of Westminster	3,194	1,890	59	77	93	91	0.8		77	36	31	1.2	⊕	99	10	14	0.7	⊖
Westminster College, Oxford	106	72	68	79	88	92	4.4		93	19	30	4.9		97	14	15	3.9	
Wimbledon School of Art	109	66	61	97	100	100	3.3		88	21	27	5.4		100	6	12	3.5	
University of Wolverhampton	3,488	2,187	63	77	98	93	0.7	⊕	77	43	32	1.1	⊕	99	20	15	0.8	⊕
University College Worcester	769	471	61	79	97	91	1.5	⊕	90	35	31	2.2		99	12	15	1.5	
Writtle College	262	158	60	65	85	81	3.2		72	19	22	3.5		99	9	8	2.2	
Wye College, University of London	148	124	84	83	72	82	3.8		91	16	22	3.6		99	2	9	2.3	
University of York	1,464	1,346	92	96	79	77	1.0		97	15	18	1.1		99	8	9	0.8	

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			%	%	%	%	%		%	%	%	%		%	%	%	%	
Scotland																		
All Scottish Institutions	*28,809*	*23,044*	80	80	**83**				85	**24**				98	**17**			
University of Aberdeen	*1,934*	*1,602*	83	83	**76**	**82**	1.1	⊖	86	**19**	**24**	1.1	⊖	98	**11**	**12**	0.8	
University of Abertay Dundee	*974*	*628*	64	72	**97**	**91**	1.3	⊕	85	**39**	**33**	1.9	⊕	97	**28**	**16**	1.6	⊕
University of Dundee	*1,570*	*1,281*	82	68	**88**	**82**	1.1	⊕	70	**24**	**23**	1.4		96	**15**	**13**	0.9	
University of Edinburgh	*3,578*	*3,191*	89	94	**66**	**78**	0.8	⊖	95	**13**	**20**	0.7	⊖	98	**9**	**10**	0.5	
Edinburgh College of Art	*332*	*256*	77	0					85	**24**	**23**	2.8		98	**14**	**12**	2.1	
University of Glasgow	*3,803*	*3,285*	86	90	**84**	**80**	0.6	⊕	94	**21**	**21**	0.7		97	**15**	**10**	0.6	⊕
Glasgow Caledonian University	*3,081*	*2,201*	71	61	**95**	**90**	0.8	⊕	69	**34**	**30**	1.1	⊕	99	**26**	**14**	0.8	⊕
Glasgow School of Art	*312*	*244*	78	0					0					95	**15**	**14**	1.6	
Heriot-Watt University	*1,090*	*939*	86	90	**89**	**85**	1.1		92	**27**	**26**	1.4		96	**17**	**12**	1.1	⊕
Napier University	*1,965*	*1,410*	72	69	**90**	**90**	1.0		83	**26**	**29**	1.2		98	**19**	**14**	1.0	⊕
Northern College of Education	*266*	*154*	58	79	**93**	**93**	2.8		94	**32**	**31**	3.7		99	**21**	**16**	2.9	
University of Paisley	*1,803*	*1,112*	62	78	**97**	**92**	0.9	⊕	86	**41**	**32**	1.5	⊕	99	**32**	**16**	1.2	⊕
Queen Margaret University College	*757*	*516*	68	84	**94**	**90**	1.5		92	**28**	**28**	2.0		96	**18**	**14**	1.6	
Robert Gordon University	*1,558*	*1,289*	83	73	**91**	**88**	1.0		75	**30**	**28**	1.4		98	**14**	**13**	0.9	
Royal Scottish Academy of Music & Drama	*155*	*136*	88	0					0					93	**18**	**13**	2.9	
University of St Andrews	*1,263*	*1,185*	94	94	**59**	**80**	1.3	⊖	95	**15**	**22**	1.2	⊖	98	**8**	**11**	0.9	⊖
St Andrew's College of Education	*134*	*106*	79	89	**96**	**93**	3.0		92	**36**	**31**	4.6		98	**40**	**16**	4.2	⊕
University of Stirling	*1,274*	*986*	77	88	**93**	**87**	1.0	⊕	93	**25**	**27**	1.4		97	**19**	**13**	1.1	⊕
University of Strathclyde	*2,960*	*2,523*	85	88	**90**	**84**	0.7	⊕	91	**26**	**24**	0.9		97	**20**	**12**	0.7	⊕

⊕ / ⊖ Shows that the indicator is significantly better/worse than its benchmark

Table T1 a : Participation of under-represented groups in higher education

Young full-time first degree entrants 1998-99

Institution	Total entrants	Number of young entrants	Percent entrants who are young	From state schools or colleges: Percent with known data	From state schools or colleges: Percent from group	From state schools or colleges: Benchmark	From state schools or colleges: Std dev		From Social Class IIIM, IV, V: Percent with known data	From Social Class IIIM, IV, V: Percent from group	From Social Class IIIM, IV, V: Benchmark	From Social Class IIIM, IV, V: Std dev		From low participation neighbourhoods: Percent with known data	From low participation neighbourhoods: Percent from group	From low participation neighbourhoods: Benchmark	From low participation neighbourhoods: Std dev	
			%	%	%	%	%		%	%	%	%		%	%	%	%	
Wales																		
All Welsh Institutions	*16,571*	*12,989*	78	84	**91**				84	**26**				98	**15**			
University of Glamorgan	*2,841*	*2,002*	70	64	**97**	**92**	0.8	⊕	65	**34**	**33**	1.2		97	**24**	**15**	0.8	⊕
University of Wales, Aberystwyth	*1,800*	*1,621*	90	95	**91**	**85**	0.8	⊕	94	**22**	**24**	1.1		98	**11**	**12**	0.8	
University of Wales, Bangor	*1,613*	*1,281*	79	92	**92**	**88**	0.9	⊕	92	**28**	**27**	1.3		98	**13**	**13**	0.9	
Cardiff University	*3,490*	*3,211*	92	94	**83**	**80**	0.7	⊕	95	**20**	**21**	0.7		98	**11**	**10**	0.6	
University of Wales, Lampeter	*359*	*219*	61	90	**88**	**86**	2.4		91	**28**	**28**	3.0		98	**16**	**14**	2.3	
University of Wales, Swansea	*1,833*	*1,606*	88	84	**90**	**84**	0.9	⊕	84	**23**	**24**	1.1		99	**13**	**12**	0.8	
University of Wales College of Medicine	*206*	*121*	59	0					0					99	**10**	**12**	2.8	
University of Wales Institute, Cardiff	*1,559*	*1,109*	71	84	**94**	**91**	1.0		86	**29**	**29**	1.4		99	**15**	**14**	1.0	
University of Wales College, Newport	*755*	*453*	60	78	**99**	**94**	1.4	⊕	79	**36**	**32**	2.3		100	**26**	**15**	1.8	⊕
North East Wales Institute	*777*	*434*	56	60	**99**	**93**	1.7	⊕	64	**42**	**33**	2.7	⊕	98	**19**	**16**	1.7	
Swansea Institute of Higher Education	*902*	*562*	62	70	**98**	**94**	1.4		69	**37**	**33**	2.3		99	**21**	**16**	1.5	⊕
Trinity College Carmarthen	*328*	*277*	84	87	**100**	**92**	1.7	⊕	88	**41**	**31**	2.9	⊕	99	**24**	**16**	2.3	⊕
Welsh College of Music and Drama	*108*	*93*	86	81	**93**	**93**	3.5		96	**21**	**25**	4.3		97	**11**	**13**	3.3	
Northern Ireland																		
All Northern Ireland Institutions	*6,258*	*5,327*	85	86	**100**				84	**34**				84	**9**			
The Queen's University of Belfast	*3,142*	*2,805*	89	83	**100**	**80**	0.6	⊕	82	**30**	**21**	0.9	⊕	83	**9**	**10**	0.6	
University of Ulster	*3,116*	*2,522*	89	89	**100**	**89**	0.6	⊕	86	**38**	**28**	1.0	⊕	86	**10**	**13**	0.7	

⊕/⊖ Shows that the indicator is significantly better/worse than its benchmark

Table T1 b : Participation of under-represented groups in higher education

Young full-time undergraduate entrants 1998-99

Institution	Total entrants	Number of young entrants	Percent entrants who are young	From state schools or colleges: Percent with known data	Percent from group	Bench-mark	Std dev		From Social Class IIIM, IV, V: Percent with known data	Percent from group	Bench-mark	Std dev		From low participation neighbourhoods: Percent with known data	Percent from group	Bench-mark	Std dev	
			%	%	%	%	%		%	%	%	%		%	%	%	%	
UK																		
All UK institutions	330,944	240,396	73	80	**86**				82	**26**				98	**13**			
England																		
All English institutions	271,162	194,651	72	81	**85**				82	**26**				98	**12**			
Anglia Polytechnic University	3,291	1,801	55	57	**95**	**92**	0.9	+	60	**30**	**32**	1.3		98	**11**	**15**	0.8	-
Aston University	1,406	1,250	89	94	**87**	**85**	1.0		92	**29**	**24**	1.3	+	99	**11**	**11**	0.9	
University of Bath	1,338	1,231	92	86	**81**	**79**	1.1		95	**18**	**20**	1.2		99	**7**	**10**	0.8	
Bath Spa University College	832	495	59	80	**96**	**92**	1.4	+	89	**20**	**20**	2.1		98	**10**	**14**	1.4	
University of Birmingham	3,731	3,489	94	96	**73**	**78**	0.7	-	96	**17**	**19**	0.7		98	**6**	**9**	0.5	
Bishop Grosseteste College	197	159	81	85	**98**	**92**	2.4		92	**38**	**30**	3.7		100	**12**	**15**	2.5	
Bolton Institute of Higher Education	1,410	707	50	58	**99**	**94**	1.3	+	61	**46**	**34**	2.2	+	98	**26**	**16**	1.5	+
Bournemouth University	2,499	1,825	73	78	**91**	**90**	0.8		80	**23**	**29**	1.1	-	98	**7**	**14**	0.7	-
University of Bradford	1,897	1,514	80	85	**91**	**87**	0.9	+	85	**33**	**27**	1.2	+	99	**14**	**13**	0.9	
Bretton Hall	703	518	74	85	**96**	**93**	1.4		92	**29**	**28**	2.0		97	**16**	**14**	1.5	
University of Brighton	3,760	2,059	55	69	**91**	**91**	0.8		80	**24**	**30**	1.0	-	96	**10**	**15**	0.7	-
University of Bristol	2,969	2,662	90	68	**57**	**73**	1.0	-	70	**9**	**16**	0.9	-	99	**5**	**8**	0.5	-
Brunel University	2,405	1,865	78	91	**87**	**87**	0.8		90	**30**	**27**	1.1	+	97	**10**	**12**	0.7	
Buckinghamshire Chilterns University College	2,128	1,387	65	62	**97**	**95**	0.9		60	**34**	**33**	1.5		98	**12**	**16**	0.9	
University of Cambridge	2,832	2,737	97	97	**53**	**66**	0.8	-	96	**8**	**12**	0.7	-	98	**5**	**6**	0.5	
Canterbury Christ Church University College	1,584	881	56	73	**93**	**91**	1.2		79	**31**	**31**	1.7		99	**10**	**16**	1.0	-
University of Central England in Birmingham	4,252	2,678	63	68	**96**	**92**	0.7	+	67	**40**	**31**	1.1	+	97	**17**	**15**	0.7	
University of Central Lancashire	4,697	2,650	58	62	**96**	**91**	0.7	+	62	**36**	**30**	1.1	+	97	**19**	**15**	0.7	+

+ : Group's participation is significantly better/wider than its benchmark

Table T1 b : Participation of under-represented groups in higher education

Young full-time undergraduate entrants 1998-99

Institution	Total entrants	Number of young entrants	Percent entrants who are young	From state schools or colleges: Percent with known data	From state schools or colleges: Percent from group	From state schools or colleges: Benchmark	From state schools or colleges: Std dev		From Social Class IIIM, IV, V: Percent with known data	From Social Class IIIM, IV, V: Percent from group	From Social Class IIIM, IV, V: Benchmark	From Social Class IIIM, IV, V: Std dev		From low participation neighbourhoods: Percent with known data	From low participation neighbourhoods: Percent from group	From low participation neighbourhoods: Benchmark	From low participation neighbourhoods: Std dev	
			%	%	%	%	%		%	%	%	%		%	%	%	%	
Central School of Speech and Drama	185	108	58	55	88	93	4.2		60	12	25	4.8		95	9	13	3.0	
Cheltenham and Gloucester CHE	2,254	1,659	74	84	93	92	0.8		92	27	31	1.1	-	97	11	15	0.8	-
Chester College of Higher Education	1,303	913	70	78	96	91	1.1	+	82	30	29	1.6		98	17	15	1.2	
University College Chichester	880	589	67	85	95	92	1.3		91	28	30	1.9		99	11	15	1.3	
City University	1,546	1,052	68	73	78	86	1.4	-	74	29	25	1.6		95	9	13	1.0	-
Coventry University	3,919	2,829	72	76	93	92	0.7		79	33	32	0.9		99	16	15	0.6	
Cranfield University	257	188	73	69	86	88	2.9		67	21	28	3.6		98	9	13	2.3	
Cumbria College of Art & Design	237	159	67	87	99	99	2.2		85	42	35	3.9		97	19	18	2.9	
Darlington College of Arts	141	87	62	80	97	95	3.3		91	27	27	4.8		100	14	14	3.5	
De Montfort University	5,691	4,188	74	76	95	92	0.5	+	75	36	31	0.8	+	98	14	15	0.5	
University of Derby	3,389	2,335	69	78	97	92	0.7	+	83	29	31	1.0		99	16	15	0.7	
University of Durham	2,718	2,459	90	96	63	77	0.9	-	96	13	18	0.8	-	98	8	9	0.6	
University of East Anglia	1,905	1,429	75	88	85	82	1.0		89	18	22	1.1	-	99	8	12	0.8	
University of East London	2,962	1,291	44	66	97	93	1.0	+	64	40	34	1.6	+	95	15	16	1.0	
Edge Hill College of Higher Education	1,420	907	64	82	97	92	1.0	+	79	35	31	1.7		99	24	16	1.3	+
University of Essex	941	755	80	90	93	85	1.2	+	94	28	25	1.6		99	10	12	1.1	
University of Exeter	2,078	1,823	88	90	70	80	1.0	-	93	15	20	1.0	-	99	6	10	0.7	-
Falmouth College of Arts	362	243	67	85	99	97	1.8		87	25	29	2.9		98	15	13	2.2	
Goldsmiths College	1,195	714	60	80	85	86	1.4		87	22	24	1.7		96	8	12	1.2	-
University of Greenwich	3,252	1,843	57	68	95	92	0.8		71	35	33	1.2		99	14	16	0.8	
Harper Adams University College	416	340	82	71	83	86	2.1		72	21	23	2.5		97	5	8	1.5	
University of Hertfordshire	4,687	3,225	69	74	96	92	0.6	+	73	35	32	0.9	+	98	13	15	0.6	

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			%	%	%	%	%		%	%	%	%		%	%	%	%	
Homerton College, Cambridge	365	222	61	64	**73**	**88**	3.2	○	65	**19**	**25**	3.3		97	**8**	**13**	2.0	
University of Huddersfield	3,743	2,473	66	80	**96**	**93**	0.6	⊕	77	**39**	**32**	1.0	⊕	97	**18**	**15**	0.7	⊕
University of Hull	2,310	1,809	78	88	**89**	**84**	0.8	⊕	89	**23**	**24**	1.0		99	**13**	**12**	0.8	
Imperial College	1,417	1,334	94	95	**62**	**73**	1.2	○	93	**17**	**17**	1.1		98	**6**	**8**	0.8	
Keele University	1,408	1,183	84	83	**90**	**84**	1.0	⊕	81	**20**	**23**	1.3		97	**12**	**12**	0.9	
University of Kent at Canterbury	1,584	1,292	82	90	**87**	**83**	1.0	⊕	93	**20**	**23**	1.2		99	**9**	**12**	0.9	
Kent Institute of Art & Design	568	396	70	90	**100**	**99**	1.3		85	**35**	**31**	2.4		99	**15**	**15**	1.7	
King Alfred's College, Winchester	984	779	79	88	**93**	**91**	1.2		89	**27**	**29**	1.6		99	**13**	**14**	1.2	
King's College London	2,978	2,198	74	83	**63**	**77**	1.0	○	86	**17**	**19**	0.9		99	**8**	**10**	0.6	
Kingston University	3,523	2,379	68	74	**92**	**90**	0.7		74	**31**	**30**	1.0		98	**10**	**15**	0.6	○
Lancaster University	1,960	1,773	90	94	**89**	**81**	0.8	⊕	94	**21**	**21**	1.0		98	**11**	**10**	0.8	
University of Leeds	4,814	4,341	90	90	**74**	**78**	0.6	○	91	**15**	**19**	0.6	○	98	**9**	**10**	0.5	
Leeds Metropolitan University	5,098	3,396	67	72	**93**	**91**	0.6		74	**28**	**31**	0.9		98	**12**	**14**	0.6	
University of Leicester	1,923	1,808	94	96	**87**	**80**	0.8	⊕	96	**20**	**21**	1.0		98	**10**	**10**	0.7	
University of Lincolnshire and Humberside	2,758	1,895	69	83	**97**	**92**	0.7	⊕	87	**34**	**31**	1.1		97	**17**	**15**	0.8	
University of Liverpool	3,202	2,857	89	93	**85**	**80**	0.7	⊕	94	**21**	**21**	0.8		99	**12**	**10**	0.6	
Liverpool Hope	1,107	823	74	91	**95**	**93**	1.0		93	**39**	**33**	1.6	⊕	98	**27**	**17**	1.3	⊕
Liverpool John Moores University	4,375	3,154	72	75	**94**	**90**	0.6	⊕	75	**30**	**29**	0.9		96	**20**	**14**	0.7	⊕
University of London	151	112	74	71	**72**	**75**	4.3		79	**9**	**19**	3.9		97	**10**	**10**	3.0	
London Sch of Economics & Political Sci	501	475	95	95	**62**	**74**	2.0	○	96	**13**	**16**	1.8		96	**6**	**8**	1.3	
London Guildhall University	2,622	1,484	57	73	**94**	**93**	0.9		74	**38**	**33**	1.4		99	**10**	**16**	0.8	○
The London Institute	1,914	1,083	57	75	**97**	**96**	1.0		82	**25**	**29**	1.4	○	99	**11**	**14**	1.0	

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Table T1 b : Participation of under-represented groups in higher education

Young full-time undergraduate entrants 1998-99

Institution	Total entrants	Number of young entrants	Percent entrants who are young	From state schools or colleges: Percent with known data	From state schools or colleges: Percent from group	From state schools or colleges: Bench-mark	From state schools or colleges: Std dev		From Social Class IIIM, IV, V: Percent with known data	From Social Class IIIM, IV, V: Percent from group	From Social Class IIIM, IV, V: Bench-mark	From Social Class IIIM, IV, V: Std dev		From low participation neighbourhoods: Percent with known data	From low participation neighbourhoods: Percent from group	From low participation neighbourhoods: Bench-mark	From low participation neighbourhoods: Std dev	
			%	%	%	%	%		%	%	%	%		%	%	%	%	
Loughborough University	2,508	2,342	93	94	**82**	**84**	0.8		94	**22**	**23**	0.9		99	**9**	**11**	0.6	
University of Luton	2,863	1,732	60	64	**97**	**93**	0.8	⊕	62	**39**	**34**	1.4	⊕	96	**16**	**16**	0.8	
University of Manchester	4,441	3,681	83	88	**75**	**78**	0.7	○	88	**18**	**19**	0.7		97	**10**	**10**	0.5	
UMIST	1,294	1,196	92	90	**77**	**82**	1.1	○	89	**21**	**23**	1.3		97	**12**	**10**	0.9	
Manchester Metropolitan University	6,366	4,654	73	79	**93**	**91**	0.5		79	**32**	**30**	0.7	⊕	97	**17**	**14**	0.5	
Middlesex University	4,645	2,482	53	78	**96**	**93**	0.6		75	**36**	**32**	1.0	⊕	99	**13**	**15**	0.7	
University of Newcastle upon Tyne	2,846	2,679	94	93	**66**	**79**	0.8	○	95	**15**	**20**	0.8	○	98	**10**	**10**	0.6	
Newman College	380	265	70	85	**97**	**92**	1.8		89	**42**	**31**	3.0	⊕	97	**19**	**16**	2.2	
University College Northampton	2,740	1,876	68	74	**96**	**93**	0.8	⊕	75	**37**	**32**	1.2	⊕	98	**15**	**15**	0.8	
University of North London	3,582	1,677	47	52	**94**	**93**	1.0		52	**39**	**34**	1.5		94	**12**	**16**	0.8	○
North Riding College	417	283	68	81	**97**	**93**	1.8		89	**36**	**31**	2.8		98	**22**	**16**	2.2	
Northern School of Contemporary Dance	47	38	81	0					0					97	**32**	**15**	6.5	
University of Northumbria at Newcastle	4,645	3,189	69	69	**90**	**89**	0.7		83	**28**	**29**	0.8		99	**18**	**14**	0.6	⊕
Norwich School of Art & Design	217	144	66	92	**100**	**94**	2.2		86	**34**	**27**	4.0		100	**10**	**14**	2.6	
University of Nottingham	3,409	2,838	83	89	**72**	**75**	0.8		88	**13**	**18**	0.8	○	98	**8**	**9**	0.6	
Nottingham Trent University	5,098	3,685	72	86	**91**	**90**	0.6		86	**30**	**28**	0.8		98	**13**	**13**	0.5	
School of Oriental and African Studies	418	236	56	81	**63**	**81**	3.0	○	90	**18**	**22**	2.7		97	**5**	**11**	1.8	○
University of Oxford	3,612	3,021	84	95	**50**	**68**	0.8	○	94	**9**	**13**	0.7	○	99	**4**	**7**	0.5	
Oxford Brookes University	2,690	1,968	73	85	**74**	**88**	0.9	○	92	**18**	**28**	1.0	○	98	**7**	**13**	0.7	○
School of Pharmacy	117	96	82	92	**72**	**84**	4.3		98	**31**	**23**	4.5		100	**11**	**11**	3.3	
University of Plymouth	5,066	3,263	64	73	**92**	**90**	0.6		74	**26**	**29**	0.9	○	98	**10**	**14**	0.6	○
University of Portsmouth	3,057	2,390	78	87	**91**	**90**	0.7		86	**27**	**29**	1.0		99	**10**	**14**	0.6	○

⊕ / ○ Shows that the indicator is significantly better/worse than its benchmark

Table T1 b : Participation of under-represented groups in higher education

Young full-time undergraduate entrants 1998-99

Institution	Total entrants	Number of young entrants	Percent entrants who are young	From state schools or colleges: Percent with known data	Percent from group	Bench-mark	Std dev		From Social Class IIIM, IV, V: Percent with known data	Percent from group	Bench-mark	Std dev		From low participation neighbourhoods: Percent with known data	Percent from group	Bench-mark	Std dev	
			%	%	%	%	%		%	%	%	%		%	%	%	%	
Queen Mary and Westfield College	1,752	1,451	83	91	77	82	1.0	-	91	25	23	1.2		99	9	12	0.8	
Ravensbourne College	223	138	62	75	96	97	2.7		87	24	31	3.8		99	10	14	2.6	
University of Reading	2,119	1,843	87	91	79	83	0.9	-	92	19	23	1.0	-	98	7	11	0.7	-
College of Ripon & York St John	990	798	81	90	94	90	1.1	+	94	25	26	1.6		99	15	14	1.2	
University of Surrey Roehampton	1,730	1,131	65	85	93	91	1.0		87	29	30	1.4		99	10	15	0.9	-
Rose Bruford College	159	114	72	88	93	94	3.0		89	25	26	4.2		98	13	13	3.1	
Royal Academy of Music	57	53	93	0					0					100	6	13	3.9	
Royal College of Music	54	53	98	0					0					100	8	12	4.0	
Royal Holloway, University of London	1,198	1,076	90	91	70	82	1.3	-	92	19	21	1.3		98	8	11	0.9	
Royal Northern College of Music	111	103	93	0					0					96	13	13	3.1	
Royal Veterinary College	102	95	93	91	62	61	4.7		99	11	12	3.9		98	6	6	3.1	
St George's Hospital Medical School	224	194	87	71	53	61	3.9		87	14	15	3.0		96	5	8	2.1	
College of St Mark & St John	635	413	65	88	94	92	1.5		88	32	31	2.3		97	14	15	1.7	
St Martin's College	1,145	821	72	75	97	92	1.1	+	82	29	31	1.7		98	15	15	1.2	
St Mary's College	713	624	88	94	91	90	1.3		93	30	29	1.8		98	10	15	1.3	-
University of Salford	4,132	2,724	66	73	94	91	0.7	+	73	34	30	1.0	+	98	18	15	0.7	
University of Sheffield	4,659	3,072	66	87	82	76	0.7	+	88	18	18	0.8		99	11	10	0.6	
Sheffield Hallam University	6,092	4,530	74	84	93	90	0.5	+	84	30	30	0.7		99	16	14	0.5	
University of Southampton	4,010	3,301	82	87	79	81	0.7		88	18	22	0.7	-	97	6	11	0.5	-
Southampton Institute	3,772	2,590	69	65	94	93	0.7		67	30	32	1.0		98	10	15	0.6	-
South Bank University	4,297	1,624	38	53	94	93	1.0		53	35	33	1.5		89	12	16	0.8	-
Staffordshire University	4,087	3,076	75	79	96	92	0.6	+	80	35	31	0.9	+	98	19	15	0.6	

+ or - Shows that the indicator is significantly better/worse than its Benchmark

Table T1 b : Participation of under-represented groups in higher education

Young full-time undergraduate entrants 1998-99

Institution	Total entrants	Number of young entrants	Percent entrants who are young	From state schools or colleges: Percent with known data	Percent from group	Bench-mark	Std dev		From Social Class IIIM, IV, V: Percent with known data	Percent from group	Bench-mark	Std dev		From low participation neighbourhoods: Percent with known data	Percent from group	Bench-mark	Std dev	
			%	%	%	%	%		%	%	%	%		%	%	%	%	
University of Sunderland	2,091	2,053	69	82	**97**	**92**	0.7	+	94	**39**	**32**	1.0	+	99	**30**	**15**	0.9	+
The Surrey Inst of Art & Design Univ Col	609	485	80	87	**98**	**97**	1.3		90	**25**	**30**	2.0		99	**8**	**14**	1.4	-
University of Surrey	1,217	953	78	80	**84**	**85**	1.3		82	**20**	**24**	1.5	-	97	**8**	**12**	1.0	-
University of Sussex	1,828	1,388	76	91	**82**	**81**	1.0		95	**15**	**21**	1.1	-	99	**7**	**11**	0.8	-
University of Teesside	2,953	1,905	65	70	**97**	**92**	0.8	+	79	**40**	**32**	1.2	+	97	**23**	**16**	0.9	+
Thames Valley University	2,799	1,162	42	44	**98**	**96**	1.2		49	**42**	**35**	1.9	+	96	**11**	**17**	1.0	
Trinity & All Saints	655	568	87	90	**90**	**88**	1.4		87	**28**	**27**	1.9		98	**15**	**14**	1.4	
Trinity College of Music	79	71	90	0					0					99	**10**	**13**	3.6	
University College London	2,602	2,241	86	90	**57**	**76**	1.0	-	93	**14**	**18**	0.9	-	98	**5**	**9**	0.6	-
University of Warwick	2,289	2,147	94	95	**77**	**76**	0.8		94	**16**	**18**	0.9		99	**7**	**9**	0.6	
Westhill College	243	112	46	71	**98**	**92**	3.0		79	**44**	**33**	4.8		99	**23**	**16**	3.4	
University of West of England, Bristol	5,936	4,412	74	78	**83**	**89**	0.6	-	79	**23**	**28**	0.7	-	97	**9**	**14**	0.5	-
University of Westminster	3,210	1,905	59	77	**93**	**91**	0.8		77	**36**	**31**	1.2	+	99	**10**	**15**	0.7	-
Westminster College, Oxford	113	79	70	81	**86**	**92**	4.2		92	**21**	**30**	4.7		97	**17**	**15**	3.9	
Wimbledon School of Art	110	68	60	97	**100**	**100**	3.2		88	**21**	**28**	5.4		100	**6**	**12**	3.6	
University of Wolverhampton	4,537	2,695	59	71	**96**	**93**	0.6	+	70	**44**	**33**	1.1	+	99	**21**	**16**	0.7	+
University College Worcester	1,176	699	59	72	**97**	**92**	1.2	+	84	**35**	**32**	1.8		98	**12**	**16**	1.2	
Writtle College	433	278	64	65	**86**	**85**	2.3		73	**22**	**23**	2.7		99	**9**	**10**	1.7	
Wye College, University of London	148	124	84	83	**72**	**83**	3.6		91	**16**	**23**	3.6		99	**2**	**9**	2.3	
University of York	1,671	1,416	85	91	**79**	**77**	1.0		92	**15**	**18**	1.1		98	**9**	**9**	0.8	

+ / - Shows that the indicator is significantly better/worse than its benchmark

Table T1 b : Participation of under-represented groups in higher education

Young full-time undergraduate entrants 1998-99

Institution	Total entrants	Number of young entrants	Percent entrants who are young	From state schools or colleges: Percent with known data	From state schools or colleges: Percent from group	From state schools or colleges: Benchmark	From state schools or colleges: Std dev		From Social Class IIIM, IV, V: Percent with known data	From Social Class IIIM, IV, V: Percent from group	From Social Class IIIM, IV, V: Benchmark	From Social Class IIIM, IV, V: Std dev		From low participation neighbourhoods: Percent with known data	From low participation neighbourhoods: Percent from group	From low participation neighbourhoods: Benchmark	From low participation neighbourhoods: Std dev	
			%	%	%	%	%		%	%	%	%		%	%	%	%	
Scotland																		
All Scottish Institutions	*32,715*	*24,968*	76	76	**83**				81	**24**				97	**18**			
University of Aberdeen	*1,942*	*1,606*	83	82	**76**	**82**	1.1	-	86	**19**	**24**	1.1	-	97	**11**	**12**	0.8	
University of Abertay Dundee	*1,105*	*732*	66	72	**97**	**92**	1.2	+	84	**39**	**33**	1.8	+	98	**28**	**16**	1.5	+
University of Dundee	*2,347*	*1,622*	69	54	**88**	**82**	1.1	+	56	**24**	**24**	1.4		96	**18**	**14**	0.9	
University of Edinburgh	*3,589*	*3,191*	89	94	**66**	**78**	0.8	-	95	**13**	**20**	0.7	-	98	**9**	**10**	0.5	
Edinburgh College of Art	*332*	*256*	77	0					85	**24**	**24**	2.8		98	**14**	**12**	2.1	
University of Glasgow	*3,852*	*3,288*	85	90	**84**	**80**	0.6	+	94	**21**	**21**	0.7		97	**15**	**10**	0.6	+
Glasgow Caledonian University	*3,656*	*2,550*	70	57	**95**	**90**	0.8	+	84	**34**	**30**	1.1	+	98	**26**	**15**	0.8	+
Glasgow School of Art	*374*	*250*	67	0					0					94	**15**	**15**	1.8	
Heriot-Watt University	*1,142*	*969*	85	89	**89**	**86**	1.1		92	**28**	**26**	1.4		97	**18**	**12**	1.1	+
Napier University	*2,834*	*1,839*	65	63	**90**	**90**	1.0		76	**27**	**30**	1.1		98	**20**	**15**	0.9	+
Northern College of Education	*266*	*154*	58	79	**93**	**93**	2.8		94	**32**	**31**	3.7		99	**21**	**16**	3.0	
University of Paisley	*2,224*	*1,280*	58	69	**97**	**92**	0.9	+	76	**41**	**32**	1.5	+	98	**34**	**17**	1.1	+
Queen Margaret University College	*759*	*516*	68	84	**94**	**90**	1.4		92	**28**	**29**	2.0		96	**18**	**14**	1.6	
Robert Gordon University	*2,183*	*1,662*	76	64	**90**	**88**	1.0		68	**30**	**29**	1.3		97	**16**	**14**	0.8	
Royal Scottish Academy of Music & Drama	*155*	*136*	88	0					0					93	**18**	**13**	3.0	
University of St Andrews	*1,267*	*1,188*	94	94	**59**	**80**	1.3	-	94	**15**	**22**	1.2	-	97	**8**	**11**	0.9	-
St Andrew's College of Education	*134*	*106*	79	89	**96**	**93**	3.0		92	**36**	**31**	4.6		98	**40**	**16**	4.2	+
University of Stirling	*1,568*	*1,095*	70	79	**93**	**87**	1.0	+	84	**25**	**27**	1.4		96	**21**	**14**	1.1	+
University of Strathclyde	*2,986*	*2,528*	85	88	**90**	**84**	0.7	+	91	**26**	**24**	0.9		97	**20**	**12**	0.7	+

+/- Shows that the indicator is significantly better/worse than its benchmark

Table T1 b : Participation of under-represented groups in higher education

Young full-time undergraduate entrants 1998-99

Institution	Total entrants	Number of young entrants	Percent entrants who are young	From state schools or colleges: Percent with known data	Percent from group	Benchmark	Std dev		From Social Class IIIM, IV, V: Percent with known data	Percent from group	Benchmark	Std dev		From low participation neighbourhoods: Percent with known data	Percent from group	Benchmark	Std dev	
			%	%	%	%	%		%	%	%	%		%	%	%	%	
Wales																		
All Welsh institutions	19,567	14,669	75	79	**91**				80	**27**				98	**16**			
University of Glamorgan	3,713	2,465	66	60	**97**	**92**	0.7	+	61	**34**	**33**	1.2		96	**25**	**16**	0.8	+
University of Wales, Aberystwyth	1,883	1,685	89	95	**91**	**86**	0.8	+	94	**22**	**24**	1.0		98	**11**	**12**	0.8	
University of Wales, Bangor	1,837	1,373	75	86	**92**	**88**	0.9	+	86	**29**	**27**	1.3		96	**14**	**14**	0.9	
Cardiff University	3,507	3,211	92	94	**83**	**80**	0.6	+	95	**20**	**21**	0.7		98	**11**	**10**	0.6	
University of Wales, Lampeter	369	224	61	89	**87**	**87**	2.3		91	**28**	**28**	3.0		98	**16**	**14**	2.3	
University of Wales, Swansea	2,109	1,728	82	79	**90**	**84**	0.9	+	80	**23**	**24**	1.1		99	**13**	**12**	0.8	
University of Wales College of Medicine	362	185	51	0					0					99	**16**	**16**	2.5	
University of Wales Institute, Cardiff	2,035	1,431	70	78	**93**	**91**	0.9		81	**30**	**30**	1.3		99	**15**	**14**	0.9	
University of Wales College, Newport	892	534	60	76	**99**	**94**	1.3	+	77	**37**	**33**	2.2		99	**27**	**15**	1.7	+
North East Wales Institute	1,038	560	54	56	**99**	**94**	1.5	+	59	**42**	**34**	2.5	+	97	**19**	**16**	1.5	
Swansea Institute of Higher Education	1,309	871	66	69	**98**	**95**	1.1		67	**38**	**34**	1.9		99	**22**	**16**	1.3	+
Trinity College Carmarthen	329	277	84	87	**100**	**93**	1.7	+	88	**41**	**31**	2.9	+	99	**24**	**16**	2.3	+
Welsh College of Music and Drama	188	125	66	78	**93**	**94**	3.1		90	**22**	**26**	3.9		98	**14**	**13**	3.0	
Northern Ireland																		
All Northern Ireland institutions	7,480	6,108	82	80	**100**				78	**34**				84	**10**			
The Queen's University of Belfast	3,739	3,128	84	74	**100**	**80**	0.5	+	73	**30**	**21**	0.9	+	83	**9**	**11**	0.6	
University of Ulster	3,741	2,980	84	86	**100**	**89**	0.5	+	83	**38**	**28**	0.9	+	86	**10**	**13**	0.6	

+ Group is significantly better/worse than its benchmark

Table T2

Participation of under-represented groups in higher education

a. Mature full-time undergraduate entrants 1998-99

b. Part-time undergraduate entrants 1998-99

1. This table provides an indicator of access to higher education for mature full-time, and all part-time, undergraduates who entered an institution during the 1998-99 academic year. Most entrants will be in the first year of a course, but some will be in later years, possibly because they have transferred from another HEI, or have relevant prior experience.

2. Part (a) of the table provides the indicator, and related statistics, for mature full-time entrants, split between first degree entrants and all undergraduate entrants. Part (b) gives similar information for part-time entrants, split by young and mature.

3. The indicator used is the percentage of entrants who come from low participation neighbourhoods, and have no previous HE qualification. While this omits many mature students who are transferring directly from an HND course onto a degree course, such students would generally be picked up on entry to the HND, and omitting them at this stage prevents double counting. (Definitions of all terms can be found in Annex A. A full description of, and discussion about, low participation neighbourhoods is provided in Annex A2.)

4. Table T2a gives the total number of entrants to full-time undergraduate courses, and how many of these, and what percentage, are mature. Table T2b gives the total number of part-time entrants, the number and percentage of these who are young, and the number and percentage who are mature. In both parts of the table, the percentage of students for whom the requisite data are available is shown under 'Percent with known data'. The indicator (percent in group) is followed by the adjusted sector benchmark, with which it should generally be compared, and the standard deviation. Institutions where the difference between the indicator and the benchmark is significant have been marked as described in paragraphs 111.

5. A number of institutions in part (a) of the table have very few mature students for whom data are available, and in part (b) some have very few young students. Care should be taken in interpreting percentages in these cases. For a few institutions with particularly low numbers, the percentages have been omitted completely.

6. The total of UK entrants in Table T2a is slightly different from the total in Table T1, as one or two institutions are included in one table but not in the other.

Table T2 a : Participation of under-represented groups in higher education

Mature full-time undergraduate entrants 1998-99

Institution	First degree entrants: Total degree entrants	Number of mature entrants	Percent entrants who are mature	Percent with known data	No previous HE & from low part neighb'd	Bench-mark	Std dev		All undergraduate entrants: Total UG entrants	Number of mature entrants	Percent entrants who are mature	Percent with known data	No previous HE & from low part neighb'd	Bench-mark	Std dev	
			%	%	%	%	%				%	%	%	%	%	
UK																
All UK Institutions	*281,483*	*65,351*	23	91	**14**				*330,981*	*90,585*		*87*	**14**			
England																
All English Institutions	*229,845*	*55,073*	24	92	**13**				*271,199*	*76,548*	*28*	*88*	**14**			
Anglia Polytechnic University	*2,260*	*922*	41	91	**8**	**12**	1.0	+	*3,261*	*1460*	45	92	**10**	**14**	0.9	+
Aston University	*1,406*	*156*	11	99	**14**	**14**	2.6		*1,406*	*156*	11	99	**14**	**15**	2.6	
University of Bath	*1,243*	*70*	6	96	**8**	**14**	3.5		*1,338*	*107*	8	95	**10**	**15**	3.0	
Bath Spa University College	*813*	*333*	41	96	**13**	**15**	1.8		*832*	*337*	41	96	**14**	**15**	1.8	
University of Birmingham	*3,696*	*208*	6	89	**12**	**12**	2.3		*3,731*	*242*	6	86	**11**	**11**	2.2	
Bishop Grosseteste College	*197*	*38*	19	100	**13**	**18**	5.2		*197*	*38*	19	100	**13**	**18**	5.3	
Bolton Institute of Higher Education	*1,215*	*614*	51	94	**21**	**14**	1.5	+	*1,410*	*703*	50	94	**21**	**14**	1.4	+
Bournemouth University	*1,804*	*378*	21	93	**7**	**13**	1.6	-	*2,489*	*674*	27	91	**9**	**16**	1.3	-
University of Bradford	*1,678*	*255*	15	100	**15**	**14**	2.1		*1,897*	*383*	20	97	**17**	**15**	1.8	
Bretton Hall	*667*	*150*	22	94	**29**	**17**	3.2	+	*703*	*185*	26	93	**30**	**17**	3.0	+
University of Brighton	*2,633*	*974*	37	86	**6**	**13**	1.0	-	*3,760*	*1701*	45	82	**8**	**15**	0.8	-
University of Bristol	*2,926*	*247*	8	92	**6**	**12**	1.8	-	*2,969*	*287*	10	92	**6**	**13**	1.7	-
Brunel University	*2,340*	*527*	23	91	**7**	**14**	1.3	-	*2,405*	*540*	22	91	**8**	**15**	1.4	-
Buckinghamshire Chilterns University College	*1,583*	*518*	33	89	**9**	**11**	1.4		*2,128*	*741*	35	87	**9**	**12**	1.2	
University of Cambridge	*2,808*	*71*	3	87	**11**	**13**	3.8		*2,832*	*95*	3	72	**10**	**12**	3.6	
Canterbury Christ Church University College	*1,109*	*348*	31	98	**13**	**16**	1.8		*1,584*	*703*	44	98	**13**	**16**	1.3	
University of Central England in Birmingham	*2,946*	*873*	30	97	**14**	**13**	1.1		*4,252*	*1574*	37	94	**17**	**14**	0.9	
University of Central Lancashire	*3,447*	*1,339*	39	94	**17**	**14**	1.0	+	*4,597*	*1947*	42	92	**19**	**16**	0.8	+

+/- Shows that the indicator is significantly better/worse than its benchmark

Table T2 a : Participation of under-represented groups in higher education

Mature full-time undergraduate entrants 1998-99

Institution	First degree entrants: Total degree entrants	Number of mature entrants	Percent entrants who are mature	Percent with known data	No previous HE & from low part neighb'd	Bench-mark	Std dev		All undergraduate entrants: Total UG entrants	Number of mature entrants	Percent entrants who are mature	Percent with known data	No previous HE & from low part neighb'd	Bench-mark	Std dev	
			%	%	%	%	%				%	%	%	%	%	
Central School of Speech and Drama	142	52	37	96	8	7	4.1		185	77	42	92	7	6	3.4	
Cheltenham and Gloucester CHE	1,908	468	25	94	9	14	1.5	-	2,254	595	26	95	8	14	1.3	-
Chester College of Higher Education	954	147	15	100	18	16	2.8		1,303	390	30	98	19	16	1.8	
University College Chichester	813	272	33	97	12	17	2.0		880	291	33	96	12	17	2.0	
City University	1,118	229	20	98	6	12	1.9	-	1,546	494	32	93	7	12	1.4	-
Coventry University	3,416	837	25	95	14	12	1.2		3,919	1090	28	94	15	13	1.1	
Cranfield University	245	67	27	81	4	10	3.7		257	69	27	81	4	10	3.7	
Cumbria College of Art & Design	205	69	34	99	10	13	3.8		237	78	33	99	12	13	3.7	
Dartington College of Arts	141	54	38	98	21	13	4.8		141	54	38	98	21	13	4.9	
De Montfort University	4,897	1,203	25	85	14	15	1.0		5,691	1503	26	80	15	16	1.0	
University of Derby	3,039	985	32	98	17	15	1.1		3,389	1054	31	98	17	16	1.1	
University of Durham	2,706	251	9	99	31	18	2.5	+	2,718	259	10	99	30	18	2.4	+
University of East Anglia	1,682	314	19	99	12	14	1.8		1,905	476	25	99	9	14	1.4	-
University of East London	2,622	1,466	56	81	16	15	1.0		2,962	1671	56	79	15	15	0.9	
Edge Hill College of Higher Education	1,126	289	26	97	29	16	2.3	+	1,420	513	36	96	35	18	1.8	+
University of Essex	938	183	20	99	14	16	2.4		941	186	20	98	14	16	2.4	
University of Exeter	1,988	216	11	99	7	14	2.0	-	2,078	255	12	98	6	14	1.8	-
Falmouth College of Arts	362	119	33	89	4	11	2.7		362	119	33	89	4	11	2.7	
Goldsmiths College	1,168	455	39	96	10	16	1.5	-	1,195	481	40	95	10	16	1.5	-
University of Greenwich	2,396	979	41	99	14	14	1.1		3,252	1409	43	99	16	15	0.9	
Harper Adams University College	270	58	21	98	4	6	3.4		416	76	18	99	3	7	3.0	

a (+) shows that the indicator is significantly better/worse than its benchmark

Table T2 a : Participation of under-represented groups in higher education

Mature full-time undergraduate entrants 1998-99

Institution	First degree entrants: Total degree entrants	Number of mature entrants	Percent entrants who are mature	Percent with known data	No previous HE & from low part neighb'd	Bench-mark	Std dev		All undergraduate entrants: Total UG entrants	Number of mature entrants	Percent entrants who are mature	Percent with known data	No previous HE & from low part neighb'd	Bench-mark	Std dev	
			%	%	%	%	%				%	%	%	%	%	
University of Hertfordshire	3,340	926	28	91	**14**	**15**	1.1		4,687	1462	31	89	**15**	**17**	0.9	
Homerton College, Cambridge	190	30	16	93	**7**	**10**	5.5		365	143	39	93	**8**	**12**	2.6	
University of Huddersfield	2,876	794	28	96	**15**	**11**	1.2	+	3,743	1270	34	91	**16**	**12**	1.0	+
University of Hull	1,993	275	14	80	**26**	**18**	2.5	+	2,310	501	22	73	**23**	**17**	1.9	
Imperial College	1,411	79	6	99	**13**	**8**	3.1		1,417	83	6	99	**12**	**8**	3.0	
Keele University	1,198	100	8	87	**23**	**18**	3.8		1,408	225	16	84	**24**	**17**	2.7	
University of Kent at Canterbury	1,570	283	18	99	**13**	**16**	1.9		1,584	292	18	99	**14**	**16**	2.0	
Kent Institute of Art & Design	419	119	28	96	**11**	**10**	3.0		568	170	30	97	**12**	**10**	2.5	
King Alfred's College, Winchester	979	203	21	97	**9**	**15**	2.2		984	205	21	97	**9**	**14**	2.2	
King's College London	2,448	400	16	97	**4**	**9**	1.4	-	2,978	780	26	95	**4**	**8**	1.0	-
Kingston University	3,198	1,047	33	93	**8**	**14**	1.0	-	3,523	1144	32	92	**8**	**15**	0.9	-
Lancaster University	1,948	175	9	97	**19**	**15**	2.6		1,960	187	10	97	**18**	**14**	2.5	
University of Leeds	4,426	277	6	88	**19**	**16**	2.2		4,814	473	10	52	**19**	**16**	2.2	
Leeds Metropolitan University	4,377	1,394	32	87	**13**	**12**	0.9		5,008	1700	33	82	**12**	**12**	0.9	
University of Leicester	1,882	104	6	97	**11**	**14**	3.1		1,923	115	6	97	**12**	**15**	3.0	
University of Lincolnshire and Humberside	2,162	654	30	97	**20**	**14**	1.4	+	2,758	863	31	97	**23**	**16**	1.3	+
University of Liverpool	3,189	335	11	89	**27**	**15**	2.1	+	3,202	345	11	88	**26**	**15**	2.1	+
Liverpool Hope	1,107	284	26	98	**31**	**18**	2.4	+	1,107	284	26	98	**31**	**18**	2.4	+
Liverpool John Moores University	3,638	880	24	93	**27**	**13**	1.3	+	4,375	1221	28	91	**27**	**14**	1.1	+
University of London	150	38	25	95	**6**	**14**	4.7		151	39	26	95	**5**	**14**	4.7	
London Sch of Economics & Political Sci	501	26	5	100	**8**	**15**	5.7		501	26	5	100	**8**	**15**	5.8	

+ Shows that the indicator is significantly better/wider than its benchmark

Table T2 a : Participation of under-represented groups in higher education

Mature full-time undergraduate entrants 1998-99

Institution	First degree entrants							All undergraduate entrants						
	Total degree entrants	Number of mature entrants	Percent entrants who are mature	Percent with known data	No previous HE & from low part neighb'd	Bench-mark	Std dev	Total UG entrants	Number of mature entrants	Percent entrants who are mature	Percent with known data	No previous HE & from low part neighb'd	Bench-mark	Std dev
			%	%	%	%	%			%	%	%	%	%
London Guildhall University	2,145	904	42	94	11	18	1.1	2,622	1138	43	91	10	18	1.0
The London Institute	1,464	642	44	93	5	13	1.2	1,914	831	43	90	6	13	1.1
Loughborough University	2,508	166	7	90	23	15	2.8	2,508	166	7	90	23	15	2.9
University of Luton	2,103	730	35	92	13	14	1.2	2,863	1131	40	93	15	17	1.0
University of Manchester	3,926	407	10	72	15	11	1.8	4,441	760	17	63	20	14	1.6
UMIST	1,294	98	8	94	15	15	3.4	1,294	98	8	94	15	16	3.5
Manchester Metropolitan University	5,426	1,327	24	92	18	13	1.0	6,366	1712	27	91	17	12	0.9
Middlesex University	3,829	1,629	43	96	10	17	0.8	4,645	2163	47	95	11	18	0.7
University of Newcastle upon Tyne	2,826	147	5	98	19	14	2.8	2,846	167	6	92	18	14	2.7
Newman College	380	115	30	97	19	21	3.3	380	115	30	97	19	21	3.3
University College Northampton	2,069	556	27	92	12	13	1.4	2,740	864	32	91	16	15	1.2
University of North London	3,087	1,698	55	94	8	16	0.8	3,582	1905	53	94	8	17	0.7
North Riding College	417	134	32	96	19	16	3.1	417	134	32	96	19	16	3.1
Northern School of Contemporary Dance	47	9	19	100	22	11	11.6	47	9	19	100	22	11	11.7
University of Northumbria at Newcastle	4,006	1,125	28	92	19	13	1.1	4,645	1456	31	91	21	14	1.0
Norwich School of Art & Design	190	69	36	100	6	12	3.4	217	73	34	100	5	13	3.4
University of Nottingham	2,733	132	5	99	10	11	2.7	3,409	571	17	90	20	19	1.6
Nottingham Trent University	3,817	644	17	94	14	13	1.3	5,098	1413	28	94	9	8	0.8
School of Oriental and African Studies	404	171	42	99	7	15	2.2	418	182	44	95	6	15	2.2
University of Oxford	3,608	587	16	96	4	6	0.8	3,612	591	16	96	4	6	0.9
Oxford Brookes University	2,488	609	24	97	11	13	1.3	2,690	722	27	97	10	13	1.2
School of Pharmacy	117	21	18	100	5	7	5.8	117	21	18	100	5	9	5.9
University of Plymouth	3,625	1,093	30	94	9	12	1.0	5,066	1803	36	92	10	14	0.8

Figures in bold show that the indicator is significantly better/worse than its benchmark

Table T2 a : Participation of under-represented groups in higher education

Mature full-time undergraduate entrants 1998-99

Institution	First degree entrants: Total degree entrants	Number of mature entrants	Percent entrants who are mature	Percent with known data	No previous HE & from low part neighb'd	Bench-mark	Std dev		All undergraduate entrants: Total UG entrants	Number of mature entrants	Percent entrants who are mature	Percent with known data	No previous HE & from low part neighb'd	Bench-mark	Std dev	
			%	%	%	%	%				%	%	%	%	%	
University of Portsmouth	2,656	491	18	97	12	14	1.5		3,057	667	22	97	12	14	1.3	
Queen Mary and Westfield College	1,750	299	17	96	9	16	1.8	-	1,752	301	17	95	9	16	1.8	-
Ravensbourne College	160	56	35	98	9	11	4.1		223	85	38	98	7	12	3.3	
RCN Institute	37	37	100	97	0	0	4.2		37	37	100	97	0	0	4.3	
University of Reading	2,115	275	13	99	8	15	1.8	-	2,119	276	13	99	8	15	1.8	-
College of Ripon & York St John	990	192	19	95	12	15	2.3		990	192	19	95	12	16	2.4	
University of Surrey Roehampton	1,724	595	35	97	8	17	1.3	-	1,730	599	35	97	8	18	1.3	-
Rose Bruford College	158	45	28	100	16	14	5.0		159	45	28	100	16	14	5.1	
Royal Academy of Music	57	4	7	75	0	12	14.5		57	4	7	75	0	13	14.8	
Royal College of Music	54	1	2	100	0	12	25.1		54	1	2	100	0	13	25.7	
Royal Holloway, University of London	1,160	122	11	97	8	16	2.7	-	1,198	122	10	97	8	17	2.7	-
Royal Northern College of Music	110	8	7	100	0	13	8.8		111	8	7	100	0	14	9.0	
Royal Veterinary College	102	7	7	100	0	4	9.5		102	7	7	100	0	4	9.7	
St George's Hospital Medical School	224	30	13	97	3	7	5.0		224	30	13	97	3	8	5.1	
College of St Mark & St John	635	222	35	95	21	18	2.5		635	222	35	95	21	19	2.5	
St Martin's College	974	212	22	95	18	16	2.4		1,145	324	28	95	18	16	2.0	
St Mary's College	713	89	12	100	13	17	3.4		713	89	12	100	13	17	3.4	
University of Salford	2,945	832	28	93	21	15	1.3	+	4,132	1408	34	75	20	15	1.1	+
University of Sheffield	3,079	266	9	90	15	13	2.1		4,659	1587	34	43	20	17	1.4	
Sheffield Hallam University	5,058	1,266	25	88	18	13	1.0	+	6,092	1562	26	88	19	15	1.0	+
University of Southampton	3,629	489	13	72	10	17	1.7	-	4,010	709	18	50	10	17	1.7	-
Southampton Institute	2,629	719	27	89	13	17	1.3	-	3,772	1182	31	87	10	14	1.0	+
South Bank University	2,770	1,706	62	71	10	14	0.9	-	4,297	2673	62	64	10	15	0.8	-
Staffordshire University	3,429	747	22	95	23	14	1.4	+	4,087	1011	25	92	23	16	1.2	+

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+/- Shows that the indicator is significantly better/worse than its benchmark

Table T2 a : Participation of under-represented groups in higher education

Mature full-time undergraduate entrants 1998-99

Institution	First degree entrants: Total degree entrants	Number of mature entrants	Percent entrants who are mature	Percent with known data	No previous HE & from low part neighb'd	Bench-mark	Std dev		All undergraduate entrants: Total UG entrants	Number of mature entrants	Percent entrants who are mature	Percent with known data	No previous HE & from low part neighb'd	Bench-mark	Std dev	
			%	%	%	%	%				%	%	%	%	%	
University of Sunderland	2,762	858	31	99	**23**	**12**	1.2	+	2,991	938	31	99	**23**	**12**	1.2	+
The Surrey Inst of Art & Design Univ Col	609	124	20	98	**8**	**14**	2.8		609	124	20	98	**8**	**14**	2.8	
University of Surrey	953	114	12	96	**11**	**14**	2.9		1,217	264	22	95	**10**	**15**	2.0	
University of Sussex	1,809	421	23	98	**8**	**19**	1.5	-	1,828	440	24	98	**8**	**19**	1.5	-
University of Teesside	2,485	845	34	71	**17**	**11**	1.4	+	2,953	1048	35	71	**21**	**12**	1.3	+
Thames Valley University	1,505	891	59	92	**6**	**11**	1.0	-	2,799	1637	58	90	**7**	**13**	0.8	-
Trinity & All Saints	655	87	13	83	**21**	**19**	4.1		655	87	13	83	**21**	**19**	4.2	
Trinity College of Music	79	8	10	75	**0**	**13**	10.2		79	8	10	75	**0**	**14**	10.5	
University College London	2,600	360	14	65	**7**	**11**	1.9		2,602	361	14	65	**7**	**11**	1.9	
University of Warwick	2,289	142	6	94	**25**	**18**	3.2		2,289	142	6	94	**25**	**18**	3.3	
Wadhs College	239	128	54	98	**22**	**18**	3.3		243	131	54	98	**22**	**18**	3.3	
University of West of England, Bristol	4,744	983	21	93	**10**	**16**	1.0	-	5,936	1524	26	91	**12**	**17**	0.9	-
University of Westminster	3,194	1,304	41	96	**7**	**15**	0.8	-	3,210	1,305	41	96	**7**	**15**	0.8	-
Westminster College, Oxford	106	34	32	100	**15**	**15**	5.3		113	34	30	100	**15**	**15**	5.4	
Wimbledon School of Art	109	43	39	98	**7**	**11**	4.5		110	44	40	98	**7**	**11**	4.5	
University of Wolverhampton	3,488	1,301	37	98	**16**	**12**	0.9	+	4,537	1842	41	96	**17**	**13**	0.8	+
University College Worcester	769	298	39	95	**13**	**15**	1.9		1,176	477	41	96	**12**	**15**	1.5	
Writtle College	262	104	40	93	**5**	**6**	2.6		433	155	36	92	**6**	**8**	2.3	
Wye College, University of London	148	24	16	100	**13**	**16**	6.3		148	24	16	100	**13**	**14**	6.4	
University of York	1,464	118	8	88	**8**	**15**	2.8		1,671	256	15	84	**7**	**11**	2.0	

+ / - Bold Pct indicates a significantly better/worse than its benchmark

Table T2 a : Participation of under-represented groups in higher education

Mature full-time undergraduate entrants 1998-99

Institution	First degree entrants: Total degree entrants	Number of mature entrants	Percent entrants who are mature	Percent with known data	No previous HE & from low part neighb'd	Bench-mark	Std dev		All undergraduate entrants: Total UG entrants	Number of mature entrants	Percent entrants who are mature	Percent with known data	No previous HE & from low part neighb'd	Bench-mark	Std dev	
			%	%	%	%	%				%	%	%	%	%	
Scotland																
All Scottish Institutions	28,809	5,765	20	90	13				32,715	7,747	24	80	14			
University of Aberdeen	1,934	332	17	77	17	13	2.1		1,942	336	17	76	17	13	2.1	
University of Abertay Dundee	974	346	36	78	30	18	2.4	+	1,105	373	34	77	30	18	2.3	+
University of Dundee	1,570	289	18	93	15	12	2.0		2,347	725	31	45	16	12	1.8	
University of Edinburgh	3,578	387	11	98	11	11	1.6		3,589	398	11	96	10	11	1.6	
Edinburgh College of Art	332	76	23	87	8	8	3.6		332	76	23	87	8	9	3.7	
University of Glasgow	3,803	518	14	91	15	10	1.5	+	3,852	564	15	88	15	11	1.5	+
Glasgow Caledonian University	3,081	880	29	98	9	6	1.0	+	3,656	1106	30	96	10	7	0.9	+
Glasgow School of Art	312	68	22	3	0	22	17.8		374	124	33	2	0	15	14.8	
Heriot-Watt University	1,090	151	14	95	8	8	2.4		1,142	173	15	92	10	9	2.4	
Napier University	1,965	555	28	91	18	15	1.5		2,834	995	35	79	17	15	1.2	
Northern College of Education	266	112	42	93	19	11	3.3		266	112	42	93	19	11	3.4	
University of Paisley	1,803	691	38	98	6	3	1.1	+	2,224	944	42	87	11	5	1.1	+
Queen Margaret University College	757	241	32	99	9	7	1.9		759	243	32	99	9	7	1.9	
Robert Gordon University	1,558	269	17	96	8	8	1.8		2,183	521	24	94	13	11	1.5	
Royal Scottish Academy of Music & Drama	155	19	12	95	44	11	9.2	+	155	19	12	95	44	11	9.3	+
University of St Andrews	1,263	78	6	95	14	11	3.6		1,267	79	6	94	14	11	3.7	
St Andrew's College of Education	134	28	21	100	39	20	7.6		134	28	21	100	39	20	7.6	
University of Stirling	1,274	288	23	65	22	13	2.6	+	1,568	473	30	39	22	13	2.6	+
University of Strathclyde	2,960	437	15	91	15	10	1.6		2,986	458	15	87	15	10	1.6	

+ Indicates that the institution is significantly better/worse than its benchmark

Table T2 a : Participation of under-represented groups in higher education

Mature full-time undergraduate entrants 1998-99

Institution	First degree entrants: Total degree entrants	Number of mature entrants	Percent entrants who are mature	Percent with known data	No previous HE & from low part neighb'd	Bench-mark	Std dev		All undergraduate entrants: Total UG entrants	Number of mature entrants	Percent entrants who are mature	Percent with known data	No previous HE & from low part neighb'd	Bench-mark	Std dev	
			%	%	%	%	%				%	%	%	%	%	
Wales																
All Welsh Institutions	*16,571*	*3,562*	*22*	*85*	**17**				*19,587*	*4,918*	*25*	*81*	**18**			
University of Glamorgan	*2,841*	*839*	30	60	**27**	**16**	1.7	+	*3,713*	*1248*	34	60	**29**	**18**	1.4	+
University of Wales, Aberystwyth	*1,800*	*179*	10	92	**16**	**17**	2.6		*1,883*	*198*	11	92	**15**	**17**	2.5	
University of Wales, Bangor	*1,613*	*332*	21	88	**13**	**19**	1.9	-	*1,837*	*464*	25	63	**13**	**20**	1.9	-
Cardiff University	*3,490*	*279*	8	88	**18**	**14**	2.1		*3,507*	*296*	8	85	**18**	**14**	2.1	
University of Wales, Lampeter	*359*	*140*	39	95	**11**	**14**	2.7		*369*	*145*	39	95	**12**	**14**	2.7	
University of Wales, Swansea	*1,833*	*227*	12	95	**15**	**16**	2.3		*2,109*	*381*	18	90	**17**	**18**	1.9	
University of Wales College of Medicine	*206*	*85*	41	96	**7**	**7**	3.2		*362*	*177*	49	98	**14**	**11**	2.5	
University of Wales Institute, Cardiff	*1,559*	*450*	29	96	**11**	**11**	1.5		*2,035*	*604*	30	95	**13**	**12**	1.4	
University of Wales College, Newport	*755*	*302*	40	99	**22**	**14**	2.1	+	*892*	*358*	40	99	**23**	**15**	1.9	+
North East Wales Institute	*777*	*343*	44	83	**13**	**12**	1.9		*1,038*	*478*	46	81	**16**	**13**	1.7	
Swansea Institute of Higher Education	*902*	*340*	38	91	**14**	**14**	1.9		*1,326*	*455*	34	92	**15**	**14**	1.6	
Trinity College Carmarthen	*328*	*51*	16	98	**22**	**18**	4.9		*328*	*51*	16	98	**22**	**19**	4.9	
Welsh College of Music and Drama	*108*	*15*	14	93	**21**	**11**	9.4		*188*	*63*	34	94	**14**	**9**	4.3	
Northern Ireland																
All Northern Ireland Institutions	*6,258*	*931*	*15*	*76*	**13**				*7,480*	*1,372*	*18*	*66*	**13**			
The Queen's University of Belfast	*3,142*	*337*	11	74	**17**	**14**	2.1		*3,739*	*611*	16	52	**15**	**15**	1.8	
University of Ulster	*3,116*	*594*	19	77	**11**	**10**	1.4		*3,741*	*761*	20	76	**13**	**11**	1.3	

+ or - indicate that the institution is significantly better/worse than its benchmark

Table T2 b : Participation of under-represented groups in higher education

Part-time undergraduate entrants 1998-99

Institution	Young entrants							Mature entrants						
	Number of entrants	As percent of part-time entrants	Percent with known data	No previous HE & from low part neighb'd	Bench-mark	Std dev		Number of entrants	As percent of part-time entrants	Percent with known data	No previous HE & from low part neighb'd	Bench-mark	Std dev	
		%	%	%	%				%	%	%	%		
UK														
All UK Institutions	*10,577*	5	73	**16**				*218,196*	95	75	**7**			
England														
All English Institutions	*8,592*	4	74	**15**				*190,183*	96	77	**7**			
Anglia Polytechnic University	*188*	5	87	**15**	**19**	2.4		*3,977*	95	88	**3**	**4**	0.4	
Bath Spa University College	*0*							*33*	100	91	**0**	**3**	3.4	
Birkbeck College	*166*	3	17	**10**	**17**	5.9		*6,159*	97	25	**5**	**9**	0.6	○
University of Birmingham	*168*	12	84	**5**	**14**	2.5	○	*1,282*	88	89	**4**	**5**	0.7	
Bolton Institute of Higher Education	*96*	9	91	**31**	**20**	4.2		*916*	91	92	**12**	**9**	0.9	●
Bournemouth University	*62*	4	94	**10**	**14**	4.2		*1,562*	96	90	**1**	**2**	0.5	
University of Bradford	*61*	6	82	**4**	**18**	4.1	○	*941*	94	89	**4**	**4**	0.8	
Bretton Hall	*38*	12	53	**10**	**14**	7.1		*289*	88	52	**18**	**11**	2.5	
University of Brighton	*155*	5	26	**5**	**14**	4.6		*2,698*	95	63	**2**	**5**	0.5	
University of Bristol	*72*	5	54	**0**	**14**	4.4	○	*1,335*	95	49	**2**	**2**	0.8	
Brunel University	*13*	4	38	**0**	**14**	11.9		*320*	96	68	**2**	**7**	1.4	○
Buckinghamshire Chilterns University College	*226*	15	60	**5**	**14**	2.3	○	*1,238*	85	67	**4**	**7**	0.8	○
University of Cambridge	*18*	0	89	**0**	**16**	6.7		*3,748*	100	87	**2**	**3**	0.3	
Canterbury Christ Church University College	*13*	1	85	**9**	**17**	8.9		*1,313*	99	90	**1**	**2**	0.6	
University of Central England in Birmingham	*260*	5	94	**16**	**17**	2.1		*4,751*	95	91	**8**	**7**	0.4	
University of Central Lancashire	*334*	7	68	**14**	**16**	2.2		*4,170*	93	79	**8**	**8**	0.4	
Cheltenham and Gloucester CHE	*54*	5	80	**12**	**15**	4.7		*1,101*	95	86	**3**	**5**	0.7	
Chester College of Higher Education	*54*	6	81	**14**	**15**	4.5		*858*	94	78	**1**	**2**	0.8	

○ or ● shows that the indicator is significantly better/worse than its benchmark

Table T2 b : Participation of under-represented groups in higher education

Part-time undergraduate entrants 1998-99

Institution	Young entrants						Mature entrants					
	Number of entrants	As percent of part-time entrants	Percent with known data	No previous HE & from low part. neighb'd	Bench-mark	Std dev	Number of entrants	As percent of part-time entrants	Percent with known data	No previous HE & from low part. neighb'd	Bench-mark	Std dev
		%	%	%	%	%		%	%	%	%	%
University College Chichester	4	2	25				195	98	60	5	7	2.1
City University	111	3	84	4	14	3.1 ⊖	3,841	97	90	2	4	0.3
Coventry University	114	7	89	24	18	3.6	1,620	93	81	7	5	0.7
De Montfort University	171	8	79	20	18	3.1	1,905	92	66	9	8	0.7
University of Derby	120	13	98	20	19	3.2	831	87	94	12	10	1.0
University of Durham	5	1	60				364	99	91	18	12	1.7 ⊕
University of East Anglia	3	0	100				1,390	100	97	1	2	0.5
University of East London	73	13	25	11	15	7.6	506	87	55	6	7	1.4
Edge Hill College of Higher Education	13	1	92	17	18	10.0	1,137	99	89	5	3	0.7
Institute of Education	0						18	100	100	6	8	5.6
University of Essex	4	1	25				604	99	11	3	12	2.7 ⊖
University of Exeter	6	1	83				435	99	94	3	9	1.1 ⊖
Falmouth College of Arts	0						11	100	82	0	8	6.2
Goldsmiths College	37	4	89	6	16	5.3	897	96	80	4	6	0.8
University of Greenwich	162	8	94	14	17	2.5	1,984	92	91	6	7	0.5
Harper Adams University College	1	3	100				32	97	25	25	24	11.4
University of Hertfordshire	23	2	91	14	18	7.3	1,329	98	84	4	4	0.7
Homerton College, Cambridge	0						709	100	93	0	0	0.7
University of Huddersfield	100	4	89	19	19	3.6	2,712	96	92	5	5	0.5
University of Hull	101	4	50	8	16	4.2	2,628	96	89	19	17	0.6
Keele University	14	2	7				578	98	44	6	3	1.5
University of Kent at Canterbury	20	1	100	0	13	6.1	1,353	99	95	4	9	0.6 ⊖
Kent Institute of Art & Design	1	2	100				44	98	91	10	10	4.0
King Alfred's College, Winchester	4	1	100				336	99	95	2	3	1.1

⊕/⊖ Shows that the indicator is significantly better/worse than its benchmark

Table T2 b : Participation of under-represented groups in higher education

Part-time undergraduate entrants 1998-99

	Young entrants						Mature entrants						
Institution	Number of entrants	As percent of part-time entrants	Percent with known data	No previous HE & from low part neighb'd	Bench-mark	Std dev	Number of entrants	As percent of part-time entrants	Percent with known data	No previous HE & from low part neighb'd	Bench-mark	Std dev	
		%	%	%	%	%		%	%	%	%	%	
King's College London	1	0	100				1,180	100	95	0	1	0.6	
Kingston University	10	4	70	14	16	11.3	274	96	70	3	13	1.5	-
Lancaster University	102	4	16	13	7	7.8	2,391	96	23	22	11	1.4	+
University of Leeds	36	2	61	41	16	9.0	1,916	98	43	8	7	0.9	
Leeds Metropolitan University	320	8	83	13	18	2.0	3,859	92	60	9	7	0.5	
University of Leicester	9	2	89	0	20	9.6	581	98	95	14	20	1.2	-
University of Lincolnshire and Humberside	333	14	88	18	18	1.9	1,978	86	86	13	13	0.7	
University of Liverpool	82	5	49	30	15	6.3	1,512	95	48	9	9	1.0	
Liverpool Hope	145	28	99	22	16	2.7	376	72	96	26	16	1.7	+
Liverpool John Moores University	98	4	88	27	16	3.9	2,288	96	85	12	8	0.6	+
London Guildhall University	79	4	90	10	15	3.6	1,775	96	93	3	7	0.5	-
The London Institute	29	5	55	13	16	8.0	584	95	84	5	8	1.0	-
Loughborough University	0						45	100	0				
University of Luton	148	6	83	12	14	2.4	2,220	94	91	11	14	0.5	
University of Manchester	14	1	7				1,330	99	3	24	13	5.3	
Manchester Metropolitan University	112	4	92	22	16	3.5	3,017	96	83	5	4	0.4	
Middlesex University	51	2	49	8	22	5.9	2,015	98	70	3	4	0.6	
University of Newcastle upon Tyne	33	4	100	12	15	5.6	715	96	95	8	4	1.0	+
Newman College	106	55	100	21	17	2.7	87	45	95	16	13	3.0	
University College Northampton	87	7	91	10	17	3.6	1,090	93	82	9	8	1.0	
University of North London	75	5	81	8	17	3.8	1,359	95	82	7	12	0.7	-
North Riding College	1	2	0				40	98	10				
University of Northumbria at Newcastle	116	4	76	22	18	3.5	2,671	96	83	6	4	0.5	

+ / - Indicates that the institution is significantly better/worse than its benchmark

Table T2 b : Participation of under-represented groups in higher education

Part-time undergraduate entrants 1998-99

Institution	Young entrants						Mature entrants					
	Number of entrants	As percent of part-time entrants	Percent with known data	No previous HE & from low part neighb'd	Bench-mark	Std dev	Number of entrants	As percent of part-time entrants	Percent with known data	No previous HE & from low part neighb'd	Bench-mark	Std dev
		%	%	%	%	%		%	%	%	%	%
University of Nottingham	63	3	92	5	17	6.8	2,221	97	70	7	7	0.6
Nottingham Trent University	93	6	96	13	17	3.3	1,555	94	86	5	5	0.6
Open University	1160	3	90	18	15	0.8	33,268	97	89	12	11	0.1
University of Oxford	48	3	100	13	14	4.9	1,697	97	96	1	4	0.5
Oxford Brookes University	50	3	56	11	22	6.2	1,403	97	94	8	12	0.7
University of Plymouth	62	2	63	21	16	5.4	2,426	98	89	2	2	0.4
University of Portsmouth	22	2	73	6	8	7.1	1,047	98	66	6	9	0.9
RCN Institute	0						528	100	95	0	0	0.8
University of Reading	5	0	100	0	13	10.9	1,681	100	90	1	3	0.5
College of Ripon & York St John	3	1	67				462	99	51	3	4	1.4
University of Surrey Roehampton	9	2	100	11	13	9.9	474	98	92	4	7	1.1
Rose Bruford College	8	7	100	13	13	10.1	112	93	90	10	8	2.5
St George's Hospital Medical School	0						867	100	98	0	0	0.6
College of St Mark & St John	1	8	100				11	92	64	29	11	11.7
St Martin's College	8	1	88	0	0	9.3	1,270	99	91	0	0	0.5
St Mary's College	58	44	95	5	13	3.8	73	56	92	7	8	2.9
University of Salford	93	3	76	18	17	3.9	2,819	97	82	7	4	0.5
University of Sheffield	28	2	82	4	16	5.9	1,702	98	75	14	12	0.8
Sheffield Hallam University	113	6	52	19	18	4.6	1,881	94	61	8	6	0.7
University of Southampton	53	3	42	23	17	8.1	1,784	97	30	3	5	0.9
Southampton Institute	113	10	86	14	16	3.4	1,068	90	80	6	8	0.8

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Table T2 b : Participation of under-represented groups in higher education

Part-time undergraduate entrants 1998-99

Institution	Young entrants							Mature entrants						
	Number of entrants	As percent of part-time entrants	Percent with known data	No previous HE & from low part neighb'd	Bench-mark	Std dev		Number of entrants	As percent of part-time entrants	Percent with known data	No previous HE & from low part neighb'd	Bench-mark	Std dev	
		%	%	%	%	%			%	%	%	%	%	
South Bank University	78	2	78	7	18	3.6	-	3,455	98	66	2	3	0.4	
Staffordshire University	111	6	81	24	20	4.0		1,708	94	86	8	6	0.7	
University of Sunderland	60	5	95	39	19	4.9	+	1,182	95	96	14	8	0.8	+
The Surrey Inst of Art & Design Univ Col	0							23	100	96	5	7	4.9	
University of Surrey	22	1	100	5	17	6.3		1,608	99	97	2	8	0.5	-
University of Sussex	55	2	95	25	16	5.0		2,533	98	98	4	6	0.4	
University of Teesside	164	5	49	15	15	3.6		3,076	95	63	4	3	0.5	
Thames Valley University	142	2	92	10	15	2.8		5,596	98	92	3	4	0.3	
Trinity & All Saints	28	38	89	12	14	5.9		45	62	93	10	9	3.8	
University College London	2	5	0					40	95	25	0	0	5.9	
University of Warwick	357	7	1					4,960	93	3	7	5	2.0	
Westhill College	6	3	17					210	97	70	13	8	2.3	
University of West of England, Bristol	154	5	64	6	19	3.0	-	2,988	95	81	8	11	0.5	-
University of Westminster	159	4	78	6	14	2.5	-	3,615	96	72	5	10	0.4	-
Westminster College, Oxford	3	2	100					197	99	88	3	4	1.6	
University of Wolverhampton	171	5	97	19	18	2.5		3,087	95	94	5	4	0.4	
University College Worcester	13	1	77	10	18	9.5		1,116	99	71	1	2	0.7	
Writtle College	14	8	86	0	18	7.1		157	92	95	11	9	1.6	
University of York	1	0	0					789	100	68	0	0	0.8	

+ or - indicate a significantly better/worse than its benchmark

Table T2 b : Participation of under-represented groups in higher education

Part-time undergraduate entrants 1998-99

Institution	Young entrants						Mature entrants					
	Number of entrants	As percent of part-time entrants	Percent with known data	No previous HE & from low part. neighb'd	Bench-mark	Std dev	Number of entrants	As percent of part-time entrants	Percent with known data	No previous HE & from low part. neighb'd	Bench-mark	Std dev
		%	%	%	%	%		%	%	%	%	%
Scotland												
All Scottish institutions	*440*	*4*	*66*	**25**			*11,784*	*96*	*60*	**5**		
University of Aberdeen	*49*	9	37	**28**	**16**	9.6	*493*	91	33	**20**	**11**	2.6 +
University of Abertay Dundee	*8*	6	50				*120*	94	11	**23**	**10**	8.0
University of Dundee	*15*	1	53	**25**	**19**	12.0	*1,182*	99	48	**7**	**5**	1.0
University of Edinburgh	*23*	3	70	**13**	**12**	7.7	*792*	97	83	**2**	**3**	0.8
University of Glasgow	*58*	3	59	**9**	**13**	5.6	*2,095*	97	66	**5**	**4**	0.6
Glasgow Caledonian University	*73*	5	90	**23**	**15**	4.1	*1,326*	95	86	**4**	**3**	0.6
Glasgow School of Art	*0*						*5*	100	40			
Heriot-Watt University	*3*	8	67				*34*	92	79	**0**	**15**	3.6 −
Napier University	*61*	4	74	**40**	**15**	5.9 +	*1,383*	96	49	**12**	**9**	1.1
Northern College of Education	*5*	3	60				*143*	97	73	**14**	**7**	2.7
University of Paisley	*83*	5	78	**25**	**9**	4.4 +	*1,530*	95	79	**6**	**3**	0.7
Queen Margaret University College	*0*						*461*	100	86	**0**	**0**	0.9
Robert Gordon University	*43*	5	65	**29**	**17**	6.7	*822*	95	80	**2**	**3**	0.8
University of St Andrews	*6*	4	0				*159*	96	4			
University of Stirling	*8*	3	0				*239*	97	5			
University of Strathclyde	*5*	0	40				*1,000*	100	5	**8**	**7**	3.1

+ or − shows that the indicator is significantly better/worse than its benchmark

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Table T2 b : Participation of under-represented groups in higher education

Part-time undergraduate entrants 1998-99

Institution	Young entrants: Number of entrants	As percent of part-time entrants	Percent with known data	No previous HE & from low part. neighb'd	Bench-mark	Std dev		Mature entrants: Number of entrants	As percent of part-time entrants	Percent with known data	No previous HE & from low part. neighb'd	Bench-mark	Std dev	
		%	%	%	%	%			%	%	%	%	%	
Wales														
All Welsh Institutions	*1,366*	*10*	*70*	**23**				*11,868*	*90*	*69*	**13**			
University of Glamorgan	*659*	21	61	**19**	**17**	1.7		*2,410*	79	52	**29**	**16**	1.0	+
University of Wales, Aberystwyth	*67*	6	69	**15**	**14**	4.9		*1,042*	94	71	**1**	**5**	0.7	-
University of Wales, Bangor	*29*	5	59	**12**	**16**	8.4		*549*	95	45	**8**	**10**	1.7	
Cardiff University	*98*	6	59	**5**	**15**	4.0		*1,557*	94	56	**4**	**5**	0.8	
University of Wales, Lampeter	*7*	3	29					*259*	97	55	**18**	**15**	2.7	
University of Wales, Swansea	*39*	3	51	**40**	**13**	9.0		*1,391*	97	51	**8**	**6**	1.0	
University of Wales College of Medicine	*2*	2	100					*128*	98	86	**6**	**6**	2.3	
University of Wales Institute, Cardiff	*55*	7	98	**20**	**19**	4.7		*685*	93	96	**16**	**12**	1.2	+
University of Wales College, Newport	*246*	9	99	**32**	**20**	2.4	+	*2,458*	91	98	**13**	**9**	0.6	+
North East Wales Institute	*113*	12	62	**27**	**21**	4.2		*843*	88	65	**14**	**11**	1.2	
Swansea Institute of Higher Education	*51*	9	92	**28**	**23**	5.6		*537*	91	90	**11**	**10**	1.2	
Welsh College of Music and Drama	*0*							*9*	100	89	**13**	**5**	10.2	
Northern Ireland														
All Northern Ireland Institutions	*179*	*4*	*55*	**9**				*4,361*	*96*	*30*	**7**			
The Queen's University of Belfast	*117*	4	45	**9**	**9**	4.0		*2,863*	96	18	**10**	**9**	1.2	
University of Ulster	*62*	4	73	**9**	**11**	4.4		*1,498*	96	53	**6**	**5**	0.8	

+ or - shows that the indicator is significantly better/worse than its benchmark

Table T3

Non-continuation following year of entry to institution

Full-time first degree entrants 1997-98

1. The indicators in this table show how good an institution is at retaining the students it recruits. They are based on tracking students from the year they enter an institution to the following year, and provide information about where the students are in that second year.

2. The table covers full-time first degree students who entered an institution in 1997-98. Details are given separately for young and mature students. Young students in turn are split between those from low participation neighbourhoods, and those from other neighbourhoods, while mature students are split between those with no previous HE qualifications, and those with previous HE qualifications. Part (a) of the table summarises the information, part (b) provides the information for young students, and part (c) provides the information for mature students.

3. As with the previous tables, the benchmark allows for the subject mix and entry qualification profile of students at an institution. The benchmark for the indicator for 'All entrants' has been modified so that it also takes age into account.

4. Each section of the table shows the number of entrants in that category, followed by three percentages:

- the percentage of students who are still at the institution in 1998-99 or have obtained a qualification
- the percentage who are at some other institution within the HE sector in 1998-99
- the percentage who cannot be traced anywhere within the HE sector in 1998-99.

5. The percentage of entrants in the last group forms the performance indicator. Note that a proportion of these students will return to higher education, but this information will not be known until next year. The number of returners from the previous year's leavers is given in Table T4.

6. As the table applies only to those students who are entering an institution to study full-time for a degree, there will not be many students who obtain a degree at the end of the first year. Those who do so may have transferred from a diploma course, or from another HEI, into the final year at their current institution. This percentage is not shown separately; it is combined with the percentage staying on at the institution. In addition this year, any student who obtains a sub-degree qualification and is not found in an HE institution the following year is also included in the 'Continue or qualify' category.

7. As with the other indicators, the next column in the section provides an adjusted sector benchmark for comparison (see paragraphs 15 to 20 in the main text). In the tables in part (a), the standard deviation is also given, and any difference between the indicator and the adjusted sector benchmark that is bigger than expected is marked as described in paragraph 111.

8. While the adjusted sector benchmark allows for differences in subject mix and entry qualifications, as well as age, there will often be other factors which affect the non-continuation rates. In particular, the access indicators in Tables T1 and T2 should always be taken into account in looking at the non-continuation rates.

9. Note that the total columns may not be the sum of the separate sections. If a student's postcode has not been fully supplied, then he or she cannot be allocated to any neighbourhood type, but will be included in the total. Similarly, if a birth date is either not available or not sensible,

then a student will not be allocated to either the young or the mature group, but will be included in the total.

10. There are two institutions where data quality problems have affected the results for this table. This has been noted in the table, and the results have been omitted.

Table T3 a : Non-continuation following year of entry

Full-time first degree entrants 1997-98

Institution	Young entrants						Mature entrants						All entrants					
	Total entrants	Continue or qualify	At other UK HEI	Not in HE	Bench-mark	Std dev	Total entrants	Continue or qualify	At other UK HEI	Not in HE	Bench-mark	Std dev	Total entrants	Continue or qualify	At other UK HEI	Not in HE	Bench-mark	Std dev
		%	%	%	%	%		%	%	%	%	%		%	%	%	%	%
UK																		
All UK Institutions	*215,834*	90	3	8			*74,058*	83	2	15			*290,231*	88	3	9		
England																		
All English Institutions	*174,772*	90	3	8			*63,219*	83	2	15			*238,309*	88	3	10		
Anglia Polytechnic University	*1,519*	85	2	12	10	0.7	*1,041*	83	2	15	15	1.1	*2,571*	84	2	13	12	0.6
Aston University	*1,269*	93	3	4	6	0.6	*149*	82	6	12	16	2.6	*1,418*	92	4	5	7	0.7
University of Bath	*1,173*	96	1	2	5	0.6	*77*	88	0	12	15	3.6	*1,253*	96	1	3	5	0.7
Bath Spa University College	*504*	91	3	7	9	1.1	*351*	88	1	11	14	1.7	*855*	90	2	8	11	0.9
University of Birmingham	*3,314*	95	2	3	4	0.4	*220*	85	1	14	14	2.3	*3,534*	94	2	4	5	0.4
Bishop Grosseteste College	*193*	90	2	8	8	1.9	*49*	92	2	6	11	4.2	*242*	90	2	8	8	1.8
Bolton Institute of Higher Education	*699*	80	3	16	13	1.2	*821*	82	2	16	17	1.2	*1,521*	81	3	16	15	0.8
Bournemouth University	*1,639*	87	4	10	9	0.7	*393*	84	1	15	16	1.7	*2,034*	86	3	11	10	0.6
University of Bradford	*1,434*	90	3	7	8	0.7	*348*	82	3	16	16	1.9	*1,782*	88	3	9	9	0.7
Bretton Hall	*442*	86	2	12	8	1.4	*150*	84	0	16	11	2.8	*721*	70	1	29	25	1.0 ▲
University of Brighton	*1,599*	58	3	9	9	0.7	*955*	85	2	13	14	1.1	*2,585*	86	3	11	11	0.6
University of Bristol	*2,310*	96	1	3	3	0.5	*166*	80	4	17	13	2.6	*2,476*	95	1	4	4	0.5
Brunel University	*2,074*	89	4	7	9	0.6	*654*	85	2	13	15	1.3	*2,728*	88	3	9	10	0.5
Buckinghamshire Chilterns University College	*1,040*	87	4	10	11	0.8	*565*	88	2	10	15	1.4 ▼	*1,605*	87	3	10	12	0.7
University of Cambridge	*2,711*	99	1	1	2	0.3	*267*	97	0	3	5	1.4	*2,978*	99	1	1	2	0.4
Canterbury Christ Church University College	*615*	90	2	8	9	1.0	*343*	87	3	9	13	1.7	*961*	89	3	9	11	0.9
University of Central England in Birmingham	*2,202*	86	4	10	9	0.6	*1,052*	80	2	18	15	1.1	*3,261*	84	3	13	11	0.5
University of Central Lancashire	*2,340*	84	3	12	10	0.6	*1,440*	77	2	22	17	1.0 ▼	*3,790*	81	3	16	13	0.5

▲ ▼ Shows that the indicator is significantly better/worse than its benchmark

Table T3 a : Non-continuation following year of entry

Full-time first degree entrants 1997-98

Institution	Young entrants						Mature entrants						All entrants					
	Total entrants	Continue or qualify	At other UK HEI	Not in HE	Bench-mark	Std dev	Total entrants	Continue or qualify	At other UK HEI	Not in HE	Bench-mark	Std dev	Total entrants	Continue or qualify	At other UK HEI	Not in HE	Bench-mark	Std dev
		%	%	%	%	%		%	%	%	%	%		%	%	%	%	%
Central School of Speech and Drama	101	90	3	7	7	2.5	59	88	2	10	12	4.1	160	89	3	8	9	2.2
Cheltenham and Gloucester CHE	1,209	89	3	9	9	0.8	530	86	1	13	14	1.4	1,739	88	2	10	11	0.7
Chester College of Higher Education	485	93	2	6	8	1.1	146	86	2	12	14	2.7	631	91	2	7	9	1.1
University College Chichester	711	91	2	7	9	0.9	620	94	1	5	12	1.1	1,331	92	2	6	10	0.7
City University	780	85	6	9	7	1.0	247	80	6	14	17	2.2	1,027	84	6	10	9	0.9
Coventry University	2,501	82	5	13	11	0.6	951	76	4	20	17	1.2	3,452	81	5	15	12	0.5
Cranfield University	144	85	2	13	11	2.3	51	90	2	8	17	4.3	195	87	2	11	12	2.0
Cumbria College of Art & Design	170	88	2	10	11	2.1	101	88	2	10	13	3.2	271	88	2	10	12	1.7
Dartington College of Arts	98	84	5	11	8	2.8	68	78	6	16	11	4.2	166	81	5	13	9	2.3
De Montfort University	3,621	86	3	10	10	0.5	1,382	78	3	19	16	1.0	5,004	84	3	13	12	0.4
University of Derby	1,962	87	4	10	10	0.6	1,156	84	2	14	15	1.0	3,118	86	3	11	12	0.6
University of Durham	2,418	94	2	3	4	0.5	268	86	3	11	15	2.0	2,686	93	2	4	5	0.5
University of East Anglia	1,302	94	2	4	6	0.6	388	88	2	11	15	1.6	1,690	92	2	5	8	0.6
University of East London	918	79	5	15	11	1.0	1,514	78	3	19	17	0.9	2,435	78	4	18	15	0.7
Edge Hill College of Higher Education	923	89	2	9	10	0.9	330	86	2	12	15	1.8	1,253	88	2	10	11	0.8
University of Essex	713	88	3	9	8	1.0	222	81	0	18	15	2.4	935	87	2	11	10	1.0
University of Exeter	1,956	95	1	3	5	0.5	249	90	2	8	15	2.0	2,205	95	1	4	6	0.5
Falmouth College of Arts	215	90	4	6	9	1.6	159	86	4	10	12	2.5	374	89	4	7	11	1.4
Goldsmiths College	695	90	3	6	7	1.0	477	89	1	10	14	1.5	1,172	89	2	9	10	0.8
University of Greenwich	1,517	84	4	13	11	0.8	1,307	81	3	16	16	1.0	2,825	82	4	14	13	0.6
Harper Adams University College	205	91	3	6	8	1.6	30	93	0	7	15	5.4	235	91	3	6	9	1.6
University of Hertfordshire	2,384	88	4	8	11	0.5	1,064	81	2	17	16	1.1	3,448	86	3	11	13	0.5

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Table T3 a : Non-continuation following year of entry

Full-time first degree entrants 1997-98

Institution	Young entrants						Mature entrants						All entrants					
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		%	%	%	%	%		%	%	%	%	%		%	%	%	%	%
Homerton College, Cambridge	158	96	2	2	5	1.6	12	75	8	17	10	10.3	170	95	2	3	5	1.8
University of Huddersfield	2,280	87	3	10	10	0.6	1,241	76	1	22	15	1.1 +	3,521	83	2	15	12	0.5
University of Hull	1,626	92	1	6	6	0.6	267	82	4	14	15	2.1	1,893	91	2	8	7	0.6
Imperial College	1,278	91	4	5	3	0.6	91	89	3	8	7	3.1	1,369	91	4	5	3	0.7
Keele University	1,109	94	2	4	6	0.7	196	82	3	16	15	2.4	1,308	92	2	6	7	0.7
University of Kent at Canterbury	1,186	89	3	7	6	0.7	288	82	2	16	16	2.0	1,474	88	3	9	8	0.7
Kent Institute of Art & Design	267	90	3	7	9	1.5	156	88	0	12	12	2.7	423	89	2	9	10	1.4
King Alfred's College, Winchester	731	89	3	8	8	1.0	250	82	2	16	13	2.2	981	87	3	10	10	0.9
King's College London	2,239	94	2	4	4	0.5	714	91	1	8	9	1.1	2,953	93	2	5	5	0.5
Kingston University	2,025	88	4	9	10	0.6	940	82	2	16	15	1.1	2,965	86	3	11	12	0.5
Lancaster University	1,928	93	2	6	5	0.5	294	77	2	21	16	2.1	2,222	91	2	8	7	0.6
University of Leeds	4,243	93	2	5	5	0.4	350	85	2	13	15	1.8	4,595	92	2	6	5	0.4
Leeds Metropolitan University	2,865	87	3	9	10	0.5	1,395	87	1	12	16	0.9 +	4,281	87	3	10	12	0.4
University of Leicester	2,048	93	3	4	5	0.5	162	80	4	16	14	2.7	2,210	92	3	5	6	0.5
University of Lincolnshire and Humberside	1,489	88	4	8	10	0.7	882	85	1	13	17	1.1	2,371	87	3	10	13	0.6
University of Liverpool	2,670	92	2	5	5	0.5	377	86	3	11	13	1.6	3,047	91	3	6	6	0.5
Liverpool Hope	884	87	2	11	9	0.9	374	83	3	15	14	1.8	1,258	86	2	12	11	0.8
Liverpool John Moores University	2,653	89	2	8	8	0.5	1,103	85	2	13	15	1.0	3,756	88	2	10	10	0.5
University of London	117	85	8	8	6	2.4	55	84	0	16	14	4.6	172	84	5	10	9	2.2
London Sch of Economics & Political Sci	493	99	0	0	3	0.9	55	98	0	2	14	3.6 +	548	99	0	1	4	0.9 +
London Guildhall University	1,186	85	4	11	11	0.8	1,111	79	3	19	17	1.1	2,308	82	3	15	14	0.7
The London Institute	875	86	3	11	9	0.9	733	89	1	10	13	1.2	1,608	88	2	11	10	0.7

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Table T3 a : Non-continuation following year of entry

Full-time first degree entrants 1997-98

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		%	%	%	%	%		%	%	%	%	%		%	%	%	%	%
Loughborough University	*2,456*	94	3	**3**	**6**	0.4	*207*	90	1	**9**	**14**	2.2	*2,663*	93	3	**4**	**7**	0.5 ⊕
University of Luton	*1,402*	80	5	**15**	**12**	0.8 ⊖	*737*	77	2	**20**	**16**	1.4	*2,139*	79	4	**17**	**13**	0.7 ⊖
University of Manchester	*3,701*	92	3	**6**	**4**	0.4	*400*	87	2	**12**	**11**	1.6	*4,116*	91	3	**6**	**5**	0.4
UMIST	*1,162*	90	3	**7**	**6**	0.7	*114*	75	4	**21**	**15**	3.3	*1,276*	88	3	**8**	**7**	0.8
Manchester Metropolitan University	*4,263*	86	4	**9**	**10**	0.4	*1,843*	83	3	**14**	**15**	0.8	*6,106*	85	4	**11**	**11**	0.4
Middlesex University	*2,253*	85	4	**11**	**10**	0.6	*1,865*	79	2	**18**	**16**	0.8	*4,118*	82	3	**14**	**13**	0.5
University of Newcastle upon Tyne	*2,838*	94	2	**4**	**5**	0.4	*196*	87	2	**11**	**14**	2.3	*3,034*	93	2	**4**	**5**	0.4
Newman College	*184*	94	3	**3**	**9**	1.6 ⊕	*100*	89	4	**7**	**12**	3.1	*284*	92	3	**5**	**10**	1.5 ⊕
University College Northampton	*1,758*	87	3	**10**	**10**	0.7	*655*	79	2	**19**	**14**	1.4 ⊖	*2,422*	84	3	**13**	**12**	0.6
University of North London	*1,207*	74	7	**19**	**13**	0.9 ⊖	*1,655*	75	4	**21**	**17**	0.9 ⊖	*2,873*	74	5	**20**	**16**	0.6 ⊖
North Riding College	*325*	88	2	**10**	**10**	1.5	*169*	89	1	**10**	**15**	2.5	*494*	88	2	**10**	**12**	1.3
Northern School of Contemporary Dance	*38*	87	0	**13**	**10**	4.8	*15*	87	0	**13**	**13**	8.9	*53*	87	0	**13**	**11**	4.3
University of Northumbria at Newcastle	*2,900*	89	3	**8**	**9**	0.5	*1,289*	85	2	**13**	**15**	0.9	*4,189*	88	2	**10**	**11**	0.4
Norwich School of Art & Design	*133*	94	0	**6**	**9**	2.1	*87*	92	2	**6**	**11**	3.2	*220*	93	1	**6**	**10**	1.8
University of Nottingham	*2,768*	96	1	**3**	**3**	0.4	*160*	88	2	**10**	**14**	2.5	*2,928*	95	1	**4**	**4**	0.4
Nottingham Trent University	*3,252*	89	3	**7**	**8**	0.4	*855*	82	3	**15**	**15**	1.2	*4,135*	88	3	**9**	**10**	0.4
School of Oriental and African Studies	*205*	85	3	**12**	**6**	2.0 ⊖	*208*	74	1	**25**	**15**	2.7 ⊖	*413*	79	2	**19**	**10**	1.6 ⊖
University of Oxford	*2,957*	98	1	**2**	**2**	0.4	*600*	98	0	**2**	**6**	0.8 ⊕	*3,557*	98	1	**2**	**3**	0.4
Oxford Brookes University	*1,668*	90	3	**7**	**9**	0.6	*612*	85	2	**13**	**16**	1.3	*2,280*	89	2	**9**	**10**	0.6
School of Pharmacy	*98*	89	7	**4**	**3**	2.3	*23*	96	0	**4**	**9**	6.1	*121*	90	6	**4**	**4**	2.2
University of Plymouth	*2,508*	90	3	**6**	**9**	0.5	*1,071*	84	3	**13**	**15**	1.0	*3,585*	88	3	**8**	**11**	0.5
University of Portsmouth	*2,221*	89	2	**8**	**9**	0.6	*687*	83	3	**14**	**16**	1.3	*2,908*	88	3	**10**	**10**	0.5

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Full-time first degree entrants 1997-98

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		%	%	%	%	%		%	%	%	%	%		%	%	%	%	%
Queen Mary and Westfield College	*1,468*	87	5	**8**	**7**	0.7	*306*	79	4	**16**	**14**	2.0	*1,774*	86	5	**9**	**8**	0.7
Ravensbourne College	*99*	90	0	**10**	**9**	2.8	*55*	87	2	**11**	**14**	4.4	*154*	89	1	**10**	**10**	2.4
RCN Institute	*0*	0	0	**0**	**0**	0.0	*47*	81	4	**15**	**12**	5.1	*47*	81	4	**15**	**12**	4.7
University of Reading	*1,836*	91	3	**7**	**6**	0.6	*358*	80	3	**16**	**14**	1.8	*2,194*	89	3	**8**	**7**	0.6
College of Ripon & York St John	*736*	89	2	**9**	**8**	1.0	*239*	92	2	**6**	**13**	2.0 +	*975*	90	2	**8**	**9**	0.9
University of Surrey Roehampton	*1,055*	85	3	**11**	**9**	0.9	*604*	83	3	**14**	**15**	1.4	*1,659*	85	3	**12**	**11**	0.7
Rose Bruford College	*110*	92	3	**5**	**8**	2.3	*39*	92	3	**5**	**11**	4.7	*149*	92	3	**5**	**9**	2.1
Royal Academy of Music	*54*	94	0	**6**	**9**	3.3	*3*	100	0	**0**	**14**	15.2	*57*	95	0	**5**	**9**	3.4
Royal College of Music	*76*	91	5	**4**	**5**	2.6	*3*	100	0	**0**	**8**	15.1	*79*	91	5	**4**	**5**	2.7
Royal Holloway, University of London	*1,115*	92	4	**5**	**5**	0.7	*169*	83	2	**15**	**15**	2.6	*1,284*	91	3	**6**	**7**	0.7
Royal Northern College of Music	*87*	98	1	**1**	**9**	2.1 +	*5*	80	0	**20**	**14**	16.1	*92*	97	1	**2**	**9**	2.4
Royal Veterinary College	*69*	99	0	**1**	**2**	2.5	*14*	100	0	**0**	**2**	7.0	*83*	99	0	**1**	**2**	2.4
St George's Hospital Medical School	*151*	99	1	**0**	**2**	1.5	*9*	100	0	**0**	**1**	8.7	*160*	99	1	**0**	**2**	1.7
College of St Mark & St John	*417*	89	3	**7**	**9**	1.2	*259*	91	0	**9**	**14**	2.0	*676*	90	2	**8**	**11**	1.1
St Martin's College	*790*	94	1	**4**	**9**	0.8 +	*216*	88	3	**8**	**14**	2.1	*1,006*	93	2	**5**	**10**	0.8 +
St Mary's College	*586*	89	2	**9**	**9**	1.1	*91*	80	5	**14**	**14**	3.4	*677*	88	3	**10**	**10**	1.1
University of Salford	*2,190*	86	3	**10**	**9**	0.6	*1,005*	80	2	**17**	**16**	1.1	*3,195*	85	3	**12**	**11**	0.5
University of Sheffield	*3,078*	96	1	**3**	**4**	0.4	*352*	91	1	**8**	**13**	1.6 +	*3,431*	95	1	**3**	**5**	0.4
Sheffield Hallam University	*3,345*	88	4	**8**	**9**	0.4	*1,147*	83	2	**15**	**15**	1.0	*4,494*	87	3	**10**	**10**	0.4
University of Southampton	*2,949*	94	2	**4**	**5**	0.4	*653*	88	2	**10**	**14**	1.2 +	*3,603*	93	2	**5**	**7**	0.4
Southampton Institute (†)	*2,440*						*678*						*3,119*					
South Bank University	*1,338*	79	7	**14**	**12**	0.8	*1,885*	77	3	**19**	**17**	0.8	*3,223*	78	5	**17**	**15**	0.6
Staffordshire University	*2,141*	91	3	**7**	**10**	0.5	*661*	85	2	**13**	**16**	1.3	*2,808*	89	2	**8**	**11**	0.5

† All students at this institution were omitted from the record sent to HESA for the 1998-99 year. The progression statistics for this year are therefore unsafe, and have been deleted from this table.

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		%	%	%	%	%		%	%	%	%	%		%	%	%	%	%
University of Sunderland	*1,964*	87	3	**10**	**10**	0.6	*905*	82	2	**16**	**14**	1.2	*2,869*	86	3	**12**	**12**	0.6
The Surrey Inst of Art & Design Univ Col	*599*	87	3	**10**	**9**	1.1	*234*	82	5	**12**	**12**	2.2	*834*	86	4	**11**	**10**	1.0
University of Surrey	*884*	91	4	**5**	**6**	0.8	*121*	74	6	**20**	**14**	3.2	*1,005*	89	4	**7**	**7**	0.8
University of Sussex	*1,356*	91	2	**7**	**6**	0.7	*512*	85	1	**14**	**16**	1.5	*1,868*	89	1	**9**	**9**	0.7
University of Teesside	*1,670*	88	2	**10**	**11**	0.7	*789*	82	3	**15**	**17**	1.2	*2,459*	86	3	**12**	**13**	0.6
Thames Valley University	*734*	75	7	**19**	**12**	1.2 ⊖	*895*	75	2	**23**	**16**	1.2 ⊖	*1,629*	75	4	**21**	**14**	0.8 ⊖
Trinity & All Saints	*581*	89	3	**8**	**8**	1.1	*72*	90	0	**10**	**14**	3.7	*653*	89	3	**8**	**9**	1.1
Trinity College of Music	*67*	93	3	**4**	**9**	2.8	*8*	88	0	**13**	**14**	11.9	*75*	92	3	**5**	**9**	2.9
University College London	*2,215*	90	4	**6**	**4**	0.5	*430*	89	3	**8**	**12**	1.4	*2,645*	90	4	**6**	**5**	0.5
University of Warwick	*2,009*	95	2	**2**	**4**	0.5	*182*	80	3	**18**	**15**	2.6	*2,191*	94	2	**4**	**4**	0.5
Westhill College	*138*	90	1	**9**	**12**	2.3	*156*	86	2	**12**	**17**	2.7	*294*	88	2	**11**	**14**	1.7
University of West of England, Bristol	*3,556*	89	3	**8**	**9**	0.4	*1,624*	85	1	**14**	**16**	0.8	*5,180*	88	2	**10**	**12**	0.4
University of Westminster	*1,557*	84	6	**10**	**11**	0.7	*1,270*	80	3	**17**	**16**	1.0	*2,833*	82	5	**13**	**13**	0.6
Westminster College, Oxford	*153*	88	4	**8**	**9**	2.1	*70*	87	1	**11**	**12**	3.9	*223*	87	3	**9**	**10**	1.9
Wimbledon School of Art	*75*	85	5	**9**	**7**	3.1	*58*	91	2	**7**	**11**	4.0	*133*	88	4	**8**	**9**	2.4
University of Wolverhampton	*2,293*	87	2	**11**	**10**	0.6	*1,522*	82	2	**16**	**15**	0.9	*3,815*	85	2	**13**	**12**	0.5
University College Worcester	*530*	94	1	**6**	**9**	1.0 ⊕	*335*	87	1	**12**	**15**	1.8	*865*	91	1	**8**	**12**	0.9 ⊕
Writtle College	*118*	91	2	**8**	**9**	2.2	*131*	92	1	**7**	**11**	2.3	*249*	92	1	**7**	**10**	1.6
Wye College, University of London	*119*	91	2	**8**	**8**	2.3	*47*	85	2	**13**	**12**	4.7	*166*	89	2	**9**	**9**	2.1
University of York	*1,264*	93	3	**4**	**4**	0.6	*106*	83	7	**10**	**14**	3.1	*1,370*	92	3	**5**	**5**	0.7

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Institution	Young entrants						Mature entrants						All entrants					
	Total entrants	Continue or qualify	At other UK HEI	Not in HE	Bench-mark	Std dev	Total entrants	Continue or qualify	At other UK HEI	Not in HE	Bench-mark	Std dev	Total entrants	Continue or qualify	At other UK HEI	Not in HE	Bench-mark	Std dev
		%	%	%	%	%		%	%	%	%	%		%	%	%	%	%
Scotland																		
All Scottish Institutions	*23,219*	90	3	**7**			*5,702*	85	2	**13**			*28,931*	89	3	**9**		
University of Aberdeen	*1,665*	90	2	**8**	**8**	0.6	*380*	80	1	**19**	**15**	1.9	*2,045*	88	2	**10**	**9**	0.6
University of Abertay Dundee	*616*	85	3	**12**	**11**	1.1	*288*	83	3	**14**	**17**	2.0	*904*	85	3	**12**	**13**	1.0
University of Dundee	*1,124*	91	3	**6**	**6**	0.7	*293*	83	2	**15**	**14**	2.0	*1,417*	89	3	**8**	**8**	0.7
University of Edinburgh	*3,200*	95	1	**4**	**4**	0.4	*430*	89	1	**10**	**13**	1.5	*3,630*	94	1	**5**	**5**	0.4
Edinburgh College of Art	*262*	93	3	**4**	**7**	1.4	*73*	93	1	**5**	**12**	3.5	*335*	93	3	**4**	**9**	1.4 ⊕
University of Glasgow	*3,296*	92	3	**5**	**5**	0.4	*433*	85	2	**13**	**15**	1.6	*3,729*	91	3	**6**	**6**	0.4
Glasgow Caledonian University	*2,110*	83	3	**14**	**9**	0.6 ⊖	*910*	79	2	**19**	**15**	1.2 ⊖	*3,020*	82	3	**15**	**11**	0.6 ⊖
Glasgow School of Art	*374*	94	2	**4**	**10**	1.1 ⊕	*127*	91	2	**7**	**12**	2.6	*501*	93	2	**5**	**10**	1.0 ⊕
Heriot-Watt University	*1,153*	89	5	**6**	**8**	0.7	*152*	82	3	**16**	**17**	2.8	*1,305*	88	5	**7**	**9**	0.7
Napier University	*1,431*	88	4	**8**	**10**	0.7	*595*	91	2	**7**	**16**	1.3 ⊕	*2,034*	89	3	**8**	**12**	0.6 ⊕
Northern College of Education	*161*	89	4	**7**	**8**	2.0	*59*	85	2	**14**	**12**	4.4	*220*	88	4	**9**	**9**	1.9
University of Paisley	*1,197*	79	4	**16**	**11**	0.9 ⊖	*634*	81	2	**17**	**16**	1.4	*1,831*	80	4	**17**	**13**	0.8 ⊖
Queen Margaret University College	*522*	90	2	**7**	**8**	1.1	*229*	89	1	**10**	**13**	2.1	*751*	90	2	**8**	**10**	1.0
Robert Gordon University	*1,269*	85	3	**12**	**9**	0.8	*273*	82	2	**16**	**15**	2.1	*1,543*	85	3	**13**	**10**	0.8
Royal Scottish Academy of Music & Drama	*108*	98	1	**1**	**9**	1.9 ⊕	*24*	92	0	**8**	**13**	6.2	*132*	97	1	**2**	**10**	2.0 ⊕
University of St Andrews	*964*	95	2	**3**	**5**	0.7	*66*	85	8	**8**	**13**	3.8	*1,030*	94	2	**4**	**5**	0.8
St Andrew s College of Education	*123*	76	14	**11**	**7**	2.5	*26*	100	0	**0**	**10**	5.2	*149*	80	11	**9**	**8**	2.3
University of Stirling	*983*	91	5	**4**	**7**	0.7	*257*	91	1	**8**	**14**	1.9 ⊕	*1,240*	91	4	**5**	**9**	0.7 ⊕
University of Strathclyde	*2,661*	91	3	**6**	**6**	0.5	*453*	89	1	**10**	**15**	1.5 ⊕	*3,115*	90	3	**7**	**8**	0.5

⊕ / ⊖ Shows that the indicator is significantly better/worse than its benchmark

Table T3 a : Non-continuation following year of entry

Full-time first degree entrants 1997-98

Institution	Young entrants						Mature entrants						All entrants					
	Total entrants	Continue or qualify	At other UK HEI	Not in HE	Bench-mark	Std dev	Total entrants	Continue or qualify	At other UK HEI	Not in HE	Bench-mark	Std dev	Total entrants	Continue or qualify	At other UK HEI	Not in HE	Bench-mark	Std dev
		%	%	%	%	%		%	%	%	%	%		%	%	%	%	%
Wales																		
All Welsh Institutions	*12,868*	90	3	7			*4,157*	81	2	**17**			*17,032*	87	3	**10**		
University of Glamorgan	*2,181*	85	3	**12**	**11**	0.6	*1,047*	78	2	**19**	**18**	1.1	*3,234*	83	3	**14**	**13**	0.5
University of Wales, Aberystwyth	*1,579*	95	1	**4**	**7**	0.6 ⊕	*236*	90	1	**9**	**14**	2.0	*1,815*	94	1	**4**	**8**	0.6 ⊕
University of Wales, Bangor	*1,113*	90	2	**7**	**8**	0.8	*346*	85	2	**12**	**15**	1.8	*1,459*	89	2	**8**	**9**	0.7
Cardiff University	*3,242*	93	3	**4**	**5**	0.4	*403*	81	3	**15**	**14**	1.7	*3,645*	92	3	**5**	**6**	0.4
University of Wales, Lampeter	*253*	89	6	**5**	**11**	1.5 ⊕	*192*	70	7	**23**	**17**	2.7	*445*	81	6	**13**	**13**	1.4
University of Wales, Swansea	*1,767*	93	3	**4**	**6**	0.6	*256*	83	2	**15**	**15**	2.1	*2,023*	91	3	**6**	**7**	0.6
University of Wales College of Medicine	*116*	93	2	**5**	**5**	2.2	*58*	95	0	**5**	**9**	3.9	*174*	94	1	**5**	**6**	1.9
University of Wales Institute, Cardiff	*973*	89	4	**7**	**8**	0.8	*501*	83	1	**16**	**13**	1.5	*1,474*	87	3	**10**	**10**	0.7
University of Wales College, Newport	*456*	89	1	**9**	**11**	1.2	*330*	82	2	**15**	**14**	1.9	*786*	86	2	**12**	**12**	1.1
North East Wales Institute	*438*	85	3	**12**	**12**	1.4	*400*	81	2	**17**	**16**	1.8	*839*	83	3	**14**	**14**	1.1
Swansea Institute of Higher Education	*411*	84	5	**11**	**11**	1.4	*265*	79	2	**19**	**15**	2.2	*676*	82	4	**14**	**13**	1.2
Trinity College Carmarthen (†)	*259*						*110*						*369*					
Welsh College of Music and Drama	*80*	93	3	**5**	**8**	2.7	*13*	92	8	**0**	**11**	7.3	*93*	92	3	**4**	**8**	2.6

† At Trinity College, Carmarthen, many fields in the 1998-99 HESA records were of such poor quality that our matching programme was unable to function. The progression statistics have therefore been omitted from this table.

Northern Ireland																		
All Northern Ireland Institutions	*4,975*	92	1	**7**			*980*	85	1	**14**			*5,959*	91	1	**8**		
The Queen's University of Belfast	*2,623*	93	1	**5**	**5**	0.5	*376*	85	2	**14**	**13**	1.6	*2,999*	92	1	**6**	**6**	0.5
University of Ulster	*2,352*	90	1	**9**	**8**	0.5	*604*	85	1	**14**	**15**	1.4	*2,960*	89	1	**10**	**9**	0.5

⊕ ⊖ Shows that the indicator is significantly better/worse than its benchmark

Table T3 b: Non-continuation following year of entry

Young full-time first degree entrants 1997-98

Institution	From low participation neighbourhoods					From other neighbourhoods				
	Total entrant	Continue or qualify	At other UK HEI	Not in HE	Bench-mark	Total entrant	Continue or qualify	At other UK HEI	Not in HE	Bench-mark
		%	%	%	%		%	%	%	%
UK										
All UK institutions	*25,533*	87	3	**10**		*185,312*	90	3	**7**	
England										
All English institutions	*19,597*	87	3	**10**		*151,746*	90	3	**7**	
Anglia Polytechnic University	*181*	87	1	**12**	**12**	*1,323*	85	3	**12**	**10**
Aston University	*146*	94	3	**3**	**7**	*1,106*	93	4	**4**	**5**
University of Bath	*74*	96	1	**3**	**5**	*1,070*	96	1	**2**	**4**
Bath Spa University College	*54*	87	4	**9**	**11**	*439*	92	3	**6**	**8**
University of Birmingham	*264*	94	3	**3**	**6**	*2,969*	95	2	**3**	**4**
Bishop Grosseteste College	*20*	95	0	**5**	**9**	*167*	89	2	**9**	**7**
Bolton Institute of Higher Education	*160*	79	2	**19**	**15**	*520*	81	4	**15**	**12**
Bournemouth University	*103*	83	9	**8**	**10**	*1,491*	87	3	**9**	**8**
University of Bradford	*203*	89	2	**9**	**10**	*1,209*	90	3	**7**	**7**
Bretton Hall	*74*	92	3	**5**	**9**	*356*	85	2	**13**	**8**
University of Brighton	*133*	89	1	**10**	**11**	*1,442*	88	3	**9**	**8**
University of Bristol	*80*	94	3	**4**	**4**	*2,173*	96	1	**3**	**3**
Brunel University	*214*	89	5	**6**	**11**	*1,756*	89	4	**7**	**8**
Buckinghamshire Chilterns University College	*115*	86	4	**10**	**12**	*914*	87	4	**10**	**10**
University of Cambridge	*115*	97	1	**2**	**3**	*2,548*	99	1	**1**	**2**
Canterbury Christ Church University College	*62*	85	5	**10**	**11**	*546*	90	2	**8**	**9**
University of Central England in Birmingham	*381*	85	4	**11**	**11**	*1,786*	86	4	**10**	**9**
University of Central Lancashire	*385*	83	3	**14**	**12**	*1,923*	85	3	**12**	**10**

Table T3 b: Non-continuation following year of entry

Young full-time first degree entrants 1997-98

Institution	From low participation neighbourhoods					From other neighbourhoods				
	Total entrant	Continue or qualify	At other UK HEI	Not in HE	Bench-mark	Total entrant	Continue or qualify	At other UK HEI	Not in HE	Bench-mark
		%	%	%	%		%	%	%	%
Central School of Speech and Drama	4	100	0	0	12	93	90	3	6	7
Cheltenham and Gloucester CHE	118	86	3	11	11	1,063	89	3	8	9
Chester College of Higher Education	62	89	2	10	10	411	93	2	5	8
University College Chichester	78	91	4	5	11	618	91	2	7	9
City University	48	85	6	8	8	730	85	6	9	7
Coventry University	390	77	4	19	14	2,077	83	6	11	10
Cranfield University	10	80	0	20	11	128	86	2	13	10
Cumbria College of Art & Design	33	91	0	9	12	136	88	2	10	11
Dartington College of Arts	13	77	8	15	10	83	86	5	10	8
De Montfort University	509	86	4	10	12	3,065	87	3	10	10
University of Derby	282	83	2	15	13	1,653	88	4	9	9
University of Durham	194	93	4	3	6	2,165	94	2	3	4
University of East Anglia	97	96	0	4	7	1,191	94	3	4	5
University of East London	134	78	6	16	14	768	80	5	15	10
Edge Hill College of Higher Education	181	86	2	12	13	735	89	2	8	9
University of Essex	79	81	4	15	11	629	89	3	8	7
University of Exeter	99	93	0	7	7	1,802	95	1	3	5
Falmouth College of Arts	22	91	0	9	12	188	90	5	5	9
Goldsmiths College	71	86	3	11	9	613	90	3	7	7
University of Greenwich	210	83	3	13	13	1,280	84	4	12	10
Harper Adams University College	8	100	0	0	2	196	91	3	6	8
University of Hertfordshire	282	88	2	10	13	2,059	88	4	8	10

Table T3 b: Non-continuation following year of entry

Young full-time first degree entrants 1997-98

Institution	From low participation neighbourhoods					From other neighbourhoods				
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		%	%	%	%		%	%	%	%
Homerton College, Cambridge	*10*	100	0	**0**	**5**	*146*	96	2	**2**	**4**
University of Huddersfield	*402*	85	2	**13**	**12**	*1,810*	87	3	**9**	**10**
University of Hull	*197*	88	3	**10**	**8**	*1,408*	93	1	**6**	**6**
Imperial College	*64*	100	0	**0**	**3**	*1,189*	91	4	**5**	**3**
Keele University	*146*	90	3	**7**	**8**	*950*	94	2	**4**	**5**
University of Kent at Canterbury	*122*	83	4	**13**	**9**	*1,055*	90	3	**7**	**6**
Kent Institute of Art & Design	*24*	83	4	**13**	**11**	*239*	90	3	**7**	**9**
King Alfred's College, Winchester	*59*	78	5	**17**	**9**	*658*	90	3	**7**	**8**
King's College London	*162*	90	3	**7**	**6**	*2,053*	94	2	**4**	**4**
Kingston University	*197*	87	4	**9**	**12**	*1,791*	88	4	**8**	**9**
Lancaster University	*224*	91	1	**8**	**7**	*1,654*	93	2	**5**	**5**
University of Leeds	*334*	91	2	**7**	**6**	*3,853*	93	2	**5**	**4**
Leeds Metropolitan University	*337*	87	2	**11**	**12**	*2,475*	87	3	**9**	**9**
University of Leicester	*208*	93	1	**6**	**7**	*1,811*	93	3	**4**	**5**
University of Lincolnshire and Humberside	*234*	81	6	**13**	**13**	*1,217*	89	3	**8**	**10**
University of Liverpool	*324*	88	4	**8**	**7**	*2,299*	93	2	**5**	**5**
Liverpool Hope	*194*	85	1	**15**	**12**	*679*	88	2	**10**	**9**
Liverpool John Moores University	*500*	87	2	**10**	**11**	*2,097*	90	3	**8**	**8**
University of London	*11*	73	9	**18**	**7**	*102*	86	8	**6**	**6**
London Sch of Economics & Political Sci	*32*	100	0	**0**	**3**	*443*	99	0	**0**	**3**
London Guildhall University	*130*	85	3	**12**	**13**	*1,054*	85	4	**11**	**11**
The London Institute	*77*	82	0	**18**	**11**	*789*	87	3	**10**	**8**

Table T3 b: Non-continuation following year of entry

Young full-time first degree entrants 1997-98

Institution	From low participation neighbourhoods					From other neighbourhoods				
	Total entrant	Continue or qualify	At other UK HEI	Not in HE	Bench-mark	Total entrant	Continue or qualify	At other UK HEI	Not in HE	Bench-mark
		%	%	%	%		%	%	%	%
Loughborough University	*226*	91	4	**5**	**8**	*2,200*	94	3	**3**	**6**
University of Luton	*210*	76	9	**15**	**14**	*1,138*	82	5	**13**	**11**
University of Manchester	*310*	91	1	**8**	**6**	*3,329*	92	3	**5**	**4**
UMIST	*131*	88	3	**9**	**7**	*1,001*	90	3	**7**	**5**
Manchester Metropolitan University	*649*	84	4	**12**	**12**	*3,513*	87	4	**9**	**9**
Middlesex University	*282*	85	5	**10**	**12**	*1,948*	85	4	**11**	**10**
University of Newcastle upon Tyne	*255*	91	4	**5**	**6**	*2,525*	94	2	**4**	**4**
Newman College	*43*	93	2	**5**	**10**	*139*	94	3	**3**	**8**
University College Northampton	*285*	86	2	**13**	**13**	*1,440*	87	3	**10**	**10**
University of North London	*148*	79	6	**15**	**14**	*1,028*	74	7	**19**	**13**
North Riding College	*55*	95	0	**5**	**12**	*262*	87	3	**11**	**10**
Northern School of Contemporary Dance	*8*	88	0	**13**	**16**	*28*	86	0	**14**	**9**
University of Northumbria at Newcastle	*476*	85	3	**12**	**12**	*2,385*	90	3	**8**	**8**
Norwich School of Art & Design	*13*	100	0	**0**	**10**	*119*	93	0	**7**	**9**
University of Nottingham	*193*	95	1	**4**	**4**	*2,500*	96	1	**3**	**3**
Nottingham Trent University	*406*	89	3	**8**	**10**	*2,788*	89	3	**7**	**8**
School of Oriental and African Studies	*16*	81	0	**19**	**7**	*188*	86	3	**11**	**5**
University of Oxford	*128*	97	1	**2**	**4**	*2,782*	98	1	**2**	**2**
Oxford Brookes University	*92*	88	5	**7**	**10**	*1,541*	91	3	**7**	**8**
School of Pharmacy	*11*	82	18	**0**	**3**	*87*	90	6	**5**	**3**
University of Plymouth	*183*	87	4	**8**	**11**	*2,246*	91	3	**6**	**8**
University of Portsmouth	*204*	86	2	**12**	**11**	*1,986*	90	2	**8**	**8**

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Table T3 b: Non-continuation following year of entry

Young full-time first degree entrants 1997-98

Institution	From low participation neighbourhoods					From other neighbourhoods				
	Total entrant	Continue or qualify	At other UK HEI	Not in HE	Bench-mark	Total entrant	Continue or qualify	At other UK HEI	Not in HE	Bench-mark
		%	%	%	%		%	%	%	%
Queen Mary and Westfield College	*146*	89	5	**6**	**9**	*1,306*	87	5	**8**	**6**
Ravensbourne College	*8*	88	0	**13**	**11**	*91*	90	0	**10**	**8**
RCN Institute	*0*	0	0	**0**	**0**	*0*	0	0	**0**	**0**
University of Reading	*122*	87	5	**8**	**7**	*1,669*	91	3	**7**	**5**
College of Ripon & York St John	*103*	86	2	**12**	**9**	*618*	89	2	**9**	**8**
University of Surrey Roehampton	*104*	88	1	**11**	**11**	*934*	85	4	**11**	**9**
Rose Bruford College	*10*	90	10	**0**	**9**	*96*	93	1	**6**	**8**
Royal Academy of Music	*3*	100	0	**0**	**13**	*47*	94	0	**6**	**7**
Royal College of Music	*4*	50	25	**25**	**5**	*71*	93	4	**3**	**5**
Royal Holloway, University of London	*75*	85	8	**8**	**7**	*1,005*	93	3	**4**	**5**
Royal Northern College of Music	*6*	100	0	**0**	**13**	*81*	98	1	**1**	**8**
Royal Veterinary College	*3*	100	0	**0**	**1**	*64*	98	0	**2**	**2**
St George's Hospital Medical School	*12*	100	0	**0**	**3**	*39*	99	1	**0**	**2**
College of St Mark & St John	*55*	78	7	**15**	**11**	*349*	91	3	**6**	**8**
St Martin's College	*113*	93	2	**5**	**11**	*671*	94	1	**4**	**9**
St Mary's College	*58*	84	5	**10**	**11**	*509*	89	2	**9**	**9**
University of Salford	*363*	84	2	**14**	**11**	*1,763*	87	4	**9**	**9**
University of Sheffield	*238*	95	2	**3**	**5**	*2,797*	96	1	**3**	**4**
Sheffield Hallam University	*483*	87	3	**10**	**11**	*2,765*	89	4	**7**	**8**
University of Southampton	*181*	94	1	**4**	**6**	*2,711*	94	2	**4**	**5**
Southampton Institute	*224*					*2,177*				
South Bank University	*155*	79	8	**12**	**13**	*1,115*	79	7	**14**	**11**
Staffordshire University	*387*	89	2	**10**	**11**	*1,719*	91	3	**6**	**9**

Table T3 b: Non-continuation following year of entry

Young full-time first degree entrants 1997-98

Institution	From low participation neighbourhoods					From other neighbourhoods				
	Total entrant	Continue or qualify	At other UK HEI	Not in HE	Bench-mark	Total entrant	Continue or qualify	At other UK HEI	Not in HE	Bench-mark
		%	%	%	%		%	%	%	%
University of Sunderland	*510*	84	2	**14**	**12**	*1,424*	89	3	**8**	**10**
The Surrey Inst of Art & Design Univ Col	*54*	83	4	**13**	**11**	*540*	88	3	**9**	**8**
University of Surrey	*74*	92	1	**7**	**8**	*799*	91	4	**5**	**6**
University of Sussex	*100*	91	2	**7**	**8**	*1,236*	91	2	**7**	**5**
University of Teesside	*349*	86	3	**11**	**13**	*1,283*	89	2	**9**	**10**
Thames Valley University	*95*	73	2	**25**	**13**	*626*	75	8	**17**	**12**
Trinity & All Saints	*84*	92	1	**7**	**9**	*484*	88	4	**8**	**7**
Trinity College of Music	*9*	67	0	**33**	**13**	*57*	96	4	**0**	**7**
University College London	*134*	87	4	**9**	**5**	*2,055*	90	4	**6**	**4**
University of Warwick	*132*	95	3	**2**	**5**	*1,858*	95	2	**2**	**3**
Westhill College	*43*	93	5	**2**	**14**	*95*	88	0	**12**	**11**
University of West of England, Bristol	*285*	89	3	**8**	**12**	*3,100*	89	3	**8**	**9**
University of Westminster	*147*	84	3	**12**	**13**	*1,377*	84	6	**10**	**10**
Westminster College, Oxford	*21*	95	0	**5**	**9**	*130*	87	4	**9**	**8**
Wimbledon School of Art	*3*	100	0	**0**	**11**	*71*	85	6	**10**	**7**
University of Wolverhampton	*497*	84	3	**13**	**12**	*1,765*	88	2	**10**	**10**
University College Worcester	*70*	94	0	**6**	**12**	*453*	93	1	**6**	**9**
Writtle College	*8*	75	0	**25**	**9**	*110*	92	2	**6**	**8**
Wye College, University of London	*5*	80	0	**20**	**8**	*112*	91	2	**7**	**7**
University of York	*127*	91	4	**6**	**5**	*1,108*	93	3	**4**	**4**

Table T3 b: Non-continuation following year of entry

Young full-time first degree entrants 1997-98

Institution	From low participation neighbourhoods					From other neighbourhoods				
	Total entrant	Continue or qualify	At other UK HEI	Not in HE	Bench-mark	Total entrant	Continue or qualify	At other UK HEI	Not in HE	Bench-mark
		%	%	%	%		%	%	%	%
Scotland										
All Scottish Institutions	*3,687*	86	3	**11**		*18,961*	90	3	**7**	
University of Aberdeen	*175*	89	2	**9**	**12**	*1,443*	90	2	**8**	**7**
University of Abertay Dundee	*149*	85	3	**12**	**13**	*448*	86	3	**11**	**11**
University of Dundee	*171*	89	4	**7**	**7**	*903*	91	3	**6**	**6**
University of Edinburgh	*258*	91	2	**7**	**6**	*2,868*	95	1	**4**	**4**
Edinburgh College of Art	*24*	96	0	**4**	**10**	*230*	93	3	**4**	**7**
University of Glasgow	*486*	89	3	**8**	**7**	*2,742*	93	3	**5**	**5**
Glasgow Caledonian University	*518*	83	3	**15**	**11**	*1,561*	83	3	**13**	**9**
Glasgow School of Art	*47*	91	0	**9**	**12**	*309*	94	3	**3**	**9**
Heriot-Watt University	*165*	87	6	**7**	**11**	*953*	89	5	**6**	**8**
Napier University	*260*	90	3	**8**	**12**	*1,143*	88	4	**8**	**10**
Northern College of Education	*29*	93	3	**3**	**10**	*128*	88	5	**7**	**7**
University of Paisley	*378*	76	4	**20**	**14**	*799*	81	5	**14**	**11**
Queen Margaret University College	*84*	93	1	**6**	**10**	*420*	90	2	**8**	**8**
Robert Gordon University	*185*	76	3	**21**	**13**	*1,046*	87	3	**10**	**9**
Royal Scottish Academy of Music & Drama	*15*	93	7	**0**	**13**	*90*	99	0	**1**	**8**
University of St Andrews	*69*	96	3	**1**	**6**	*868*	95	2	**3**	**5**
St Andrew's College of Education	*43*	72	12	**16**	**11**	*79*	77	15	**8**	**7**
University of Stirling	*170*	91	3	**6**	**9**	*773*	91	5	**4**	**7**
University of Strathclyde	*461*	87	3	**10**	**9**	*2,158*	91	3	**5**	**6**

Table T3 b: Non-continuation following year of entry

Young full-time first degree entrants 1997-98

Institution	From low participation neighbourhoods					From other neighbourhoods				
	Total entrant	Continue or qualify	At other UK HEI	Not in HE	Bench-mark	Total entrant	Continue or qualify	At other UK HEI	Not in HE	Bench-mark
		%	%	%	%		%	%	%	%
Wales										
All Welsh Institutions	*1,845*	88	3	**10**		*10,695*	90	3	**7**	
University of Glamorgan	*479*	85	2	**13**	**14**	*1,608*	86	4	**10**	**11**
University of Wales, Aberystwyth	*167*	95	1	**5**	**8**	*1,390*	95	1	**4**	**7**
University of Wales, Bangor	*131*	92	2	**7**	**9**	*951*	90	2	**7**	**7**
Cardiff University	*312*	91	4	**5**	**6**	*2,847*	93	3	**4**	**5**
University of Wales, Lampeter	*42*	86	7	**7**	**13**	*207*	90	5	**5**	**10**
University of Wales, Swansea	*207*	92	3	**5**	**8**	*1,528*	93	3	**4**	**6**
University of Wales College of Medicine	*13*	92	0	**8**	**5**	*102*	93	2	**5**	**5**
University of Wales Institute, Cardiff	*159*	92	2	**6**	**10**	*796*	89	4	**7**	**8**
University of Wales College, Newport	*112*	89	1	**10**	**14**	*325*	89	2	**10**	**10**
North East Wales Institute	*79*	84	4	**13**	**15**	*347*	85	3	**12**	**11**
Swansea Institute of Higher Education	*85*	81	5	**14**	**12**	*320*	85	5	**10**	**10**
Trinity College Carmarthen	*53*					*205*				
Welsh College of Music and Drama	*6*	100	0	**0**	**9**	*69*	91	3	**6**	**8**
Northern Ireland										
All Northern Ireland Institutions	*404*	89	1	**10**		*3,910*	92	1	**6**	
The Queen's University of Belfast	*202*	89	2	**9**	**7**	*2,050*	94	1	**5**	**4**
University of Ulster	*202*	89	1	**10**	**9**	*1,860*	91	1	**8**	**7**

Table T3 c: Non-continuation following year of entry

Mature full-time first degree entrants 1997-98

Institution	With previous HE qualification					With no previous HE qualification				
	Total entrant	Continue or qualify	At other UK HEI	Not in HE	Bench-mark	Total entrant	Continue or qualify	At other UK HEI	Not in HE	Bench-mark
		%	%	%	%		%	%	%	%
UK										
All UK Institutions	*17,628*	84	2	**14**		*52,057*	82	2	**15**	
England										
All English Institutions	*14,114*	84	2	**14**		*45,591*	82	2	**15**	
Anglia Polytechnic University	*303*	80	2	**18**	**14**	*701*	84	2	**13**	**15**
Aston University	*15*	93	0	**7**	**13**	*134*	81	7	**13**	**16**
University of Bath	*22*	95	0	**5**	**15**	*51*	86	0	**14**	**15**
Bath Spa University College	*43*	84	5	**12**	**14**	*285*	89	1	**10**	**13**
University of Birmingham	*14*	71	0	**29**	**12**	*200*	86	2	**13**	**14**
Bishop Grosseteste College	*6*	100	0	**0**	**12**	*43*	91	2	**7**	**11**
Bolton Institute of Higher Education	*238*	85	1	**14**	**14**	*566*	80	2	**17**	**18**
Bournemouth University	*98*	85	1	**14**	**15**	*274*	85	1	**14**	**17**
University of Bradford	*106*	84	2	**14**	**14**	*240*	80	3	**16**	**17**
Bretton Hall	*20*	90	0	**10**	**11**	*130*	83	0	**17**	**11**
University of Brighton	*35*	91	0	**9**	**14**	*755*	85	3	**12**	**14**
University of Bristol	*9*	78	0	**22**	**7**	*140*	79	4	**16**	**13**
Brunel University	*151*	88	1	**11**	**15**	*468*	84	2	**14**	**15**
Buckinghamshire Chilterns University College	*277*	91	0	**8**	**14**	*275*	84	3	**13**	**16**
University of Cambridge	*49*	98	0	**2**	**9**	*194*	97	0	**3**	**3**
Canterbury Christ Church University College	*71*	90	1	**8**	**13**	*271*	86	4	**10**	**13**
University of Central England in Birmingham	*260*	76	2	**22**	**14**	*698*	82	2	**16**	**14**
University of Central Lancashire	*318*	81	1	**18**	**15**	*1,103*	75	2	**23**	**18**

Table T3 c: Non-continuation following year of entry

Mature full-time first degree entrants 1997-98

Institution	With previous HE qualification					With no previous HE qualification				
	Total entrant	Continue or qualify	At other UK HEI	Not in HE	Bench-mark	Total entrant	Continue or qualify	At other UK HEI	Not in HE	Bench-mark
		%	%	%	%		%	%	%	%
Central School of Speech and Drama	*21*	100	0	**0**	**11**	*38*	82	3	**16**	**13**
Cheltenham and Gloucester CHE	*111*	87	2	**11**	**14**	*401*	85	1	**14**	**14**
Chester College of Higher Education	*24*	92	0	**8**	**16**	*122*	85	2	**12**	**14**
University College Chichester	*33*	97	0	**3**	**12**	*439*	93	1	**6**	**11**
City University	*51*	78	6	**16**	**15**	*195*	81	6	**14**	**17**
Coventry University	*331*	82	2	**15**	**15**	*595*	74	5	**21**	**17**
Cranfield University	*16*	88	0	**13**	**16**	*35*	91	3	**6**	**18**
Cumbria College of Art & Design	*35*	91	0	**9**	**11**	*65*	86	3	**11**	**13**
Dartington College of Arts	*12*	67	0	**33**	**11**	*56*	80	7	**13**	**11**
De Montfort University	*300*	79	2	**19**	**15**	*966*	78	4	**18**	**16**
University of Derby	*273*	91	0	**9**	**15**	*869*	82	2	**16**	**15**
University of Durham	*54*	87	4	**9**	**14**	*213*	86	3	**11**	**15**
University of East Anglia	*90*	90	1	**9**	**15**	*298*	87	2	**11**	**15**
University of East London	*298*	84	2	**14**	**15**	*965*	78	3	**19**	**17**
Edge Hill College of Higher Education	*101*	86	0	**14**	**13**	*218*	86	2	**11**	**15**
University of Essex	*21*	76	0	**24**	**14**	*199*	82	1	**18**	**15**
University of Exeter	*56*	91	2	**7**	**15**	*191*	90	2	**8**	**15**
Falmouth College of Arts	*24*	83	8	**8**	**12**	*133*	86	3	**11**	**12**
Goldsmiths College	*42*	81	2	**17**	**14**	*434*	89	1	**9**	**14**
University of Greenwich	*406*	82	2	**16**	**15**	*899*	80	4	**16**	**16**
Harper Adams University College	*16*	100	0	**0**	**14**	*14*	86	0	**14**	**16**
University of Hertfordshire	*229*	85	2	**13**	**15**	*809*	80	2	**18**	**17**

Table T3 c: Non-continuation following year of entry

Mature full-time first degree entrants 1997-98

Institution	With previous HE qualification					With no previous HE qualification				
	Total entrant	Continue or qualify	At other UK HEI	Not in HE	Bench-mark	Total entrant	Continue or qualify	At other UK HEI	Not in HE	Bench-mark
		%	%	%	%		%	%	%	%
Homerton College, Cambridge	0					12	75	8	17	10
University of Huddersfield	394	75	1	25	14	828	78	1	21	15
University of Hull	1	100	0	0	17	233	82	4	14	15
Imperial College	53	96	2	2	3	38	79	5	16	13
Keele University	1	100	0	0	13	146	82	3	15	15
University of Kent at Canterbury	67	91	0	9	16	221	79	3	19	16
Kent Institute of Art & Design	38	97	0	3	11	118	85	0	15	12
King Alfred's College, Winchester	53	75	0	25	14	197	84	3	13	13
King's College London	206	90	1	9	8	501	92	1	7	9
Kingston University	286	85	1	14	15	646	81	2	17	16
Lancaster University	62	76	3	21	16	230	77	2	21	16
University of Leeds	38	84	3	13	16	270	84	1	14	15
Leeds Metropolitan University	362	89	0	11	15	692	84	2	14	16
University of Leicester	29	76	7	17	12	133	80	4	16	15
University of Lincolnshire and Humberside	250	86	2	12	15	632	85	1	14	17
University of Liverpool	31	94	0	6	13	299	87	3	10	12
Liverpool Hope	62	84	0	16	16	311	82	3	14	14
Liverpool John Moores University	286	84	2	14	15	807	86	2	12	15
University of London	2	100	0	0	13	53	83	0	17	14
London Sch of Economics & Political Sci	2	100	0	0	15	53	98	0	2	14
London Guildhall University	190	79	4	17	16	876	79	3	18	17
The London Institute	203	92	1	7	12	520	88	0	12	13

Table T3 c: Non-continuation following year of entry

Mature full-time first degree entrants 1997-98

Institution	With previous HE qualification					With no previous HE qualification				
	Total entrant	Continue or qualify	At other UK HEI	Not in HE	Bench-mark	Total entrant	Continue or qualify	At other UK HEI	Not in HE	Bench-mark
		%	%	%	%		%	%	%	%
Loughborough University	*19*	100	0	**0**	**11**	*177*	89	1	**10**	**14**
University of Luton	*197*	86	0	**14**	**15**	*479*	74	3	**23**	**17**
University of Manchester	*89*	90	2	**8**	**7**	*296*	86	2	**12**	**12**
UMIST	*37*	70	3	**27**	**17**	*77*	77	5	**18**	**15**
Manchester Metropolitan University	*398*	83	6	**12**	**14**	*1,191*	84	2	**14**	**15**
Middlesex University	*279*	82	4	**14**	**15**	*1,549*	79	2	**19**	**17**
University of Newcastle upon Tyne	*57*	84	2	**14**	**14**	*136*	89	2	**9**	**14**
Newman College	*9*	89	11	**0**	**12**	*90*	89	3	**8**	**12**
University College Northampton	*197*	79	1	**20**	**14**	*445*	79	3	**18**	**14**
University of North London	*304*	74	4	**22**	**16**	*1,305*	76	4	**20**	**18**
North Riding College	*32*	97	3	**0**	**13**	*137*	88	0	**12**	**16**
Northern School of Contemporary Dance	*0*					*15*	87	0	**13**	**13**
University of Northumbria at Newcastle	*499*	87	1	**12**	**15**	*783*	84	2	**14**	**16**
Norwich School of Art & Design	*13*	100	0	**0**	**11**	*74*	91	3	**7**	**11**
University of Nottingham	*56*	93	2	**5**	**12**	*104*	86	2	**13**	**15**
Nottingham Trent University	*356*	85	2	**13**	**15**	*474*	81	3	**16**	**15**
School of Oriental and African Studies	*8*	63	13	**25**	**14**	*200*	74	1	**26**	**15**
University of Oxford	*151*	97	0	**3**	**6**	*436*	99	0	**1**	**5**
Oxford Brookes University	*144*	87	1	**13**	**15**	*468*	85	2	**13**	**16**
School of Pharmacy	*8*	88	0	**13**	**12**	*15*	100	0	**0**	**7**
University of Plymouth	*357*	87	1	**12**	**14**	*685*	82	5	**13**	**16**
University of Portsmouth	*177*	87	2	**11**	**16**	*480*	83	3	**15**	**16**

Table T3 c: Non-continuation following year of entry

Mature full-time first degree entrants 1997-98

Institution	With previous HE qualification					With no previous HE qualification				
	Total entrant	Continue or qualify	At other UK HEI	Not in HE	Bench-mark	Total entrant	Continue or qualify	At other UK HEI	Not in HE	Bench-mark
		%	%	%	%		%	%	%	%
Queen Mary and Westfield College	25	56	20	**24**	**15**	272	81	3	**16**	**14**
Ravensbourne College	13	100	0	**0**	**13**	42	83	2	**14**	**14**
RCN Institute	45	80	4	**16**	**12**	2	100	0	**0**	**14**
University of Reading	86	90	0	**10**	**13**	269	77	4	**19**	**14**
College of Ripon & York St John	53	91	6	**4**	**13**	186	92	1	**7**	**13**
University of Surrey Roehampton	82	80	5	**15**	**14**	522	83	3	**14**	**15**
Rose Bruford College	7	86	0	**14**	**11**	32	94	3	**3**	**11**
Royal Academy of Music	0					2	100	0	**0**	**15**
Royal College of Music	1	100	0	**0**	**11**	2	100	0	**0**	**7**
Royal Holloway, University of London	45	89	0	**11**	**13**	116	80	3	**16**	**16**
Royal Northern College of Music	1	100	0	**0**	**11**	4	75	0	**25**	**15**
Royal Veterinary College	6	100	0	**0**	**2**	8	100	0	**0**	**2**
St George's Hospital Medical School	4	100	0	**0**	**2**	5	100	0	**0**	**0**
College of St Mark & St John	31	100	0	**0**	**13**	227	90	0	**10**	**14**
St Martin's College	39	92	3	**5**	**14**	177	88	3	**9**	**14**
St Mary's College	7	86	14	**0**	**15**	82	80	4	**16**	**14**
University of Salford	205	80	2	**17**	**15**	769	81	2	**16**	**16**
University of Sheffield	43	93	0	**7**	**10**	265	92	1	**7**	**13**
Sheffield Hallam University	408	83	0	**16**	**15**	727	82	3	**14**	**15**
University of Southampton	34	76	3	**21**	**12**	461	87	3	**10**	**14**
Southampton Institute	67					591				
South Bank University	518	83	3	**13**	**16**	1,276	76	3	**21**	**18**
Staffordshire University	115	82	3	**15**	**15**	447	86	2	**13**	**16**

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Mature full-time first degree entrants 1997-98

Institution	With previous HE qualification					With no previous HE qualification				
	Total entrant	Continue or qualify	At other UK HEI	Not in HE	Bench-mark	Total entrant	Continue or qualify	At other UK HEI	Not in HE	Bench-mark
		%	%	%	%		%	%	%	%
University of Sunderland	*289*	84	1	**15**	**13**	*616*	81	2	**16**	**15**
The Surrey Inst of Art & Design Univ Col	*17*	88	6	**6**	**11**	*217*	82	5	**13**	**12**
University of Surrey	*26*	88	4	**8**	**14**	*95*	71	6	**23**	**14**
University of Sussex	*26*	88	0	**12**	**15**	*486*	84	1	**15**	**16**
University of Teesside	*78*	78	4	**18**	**14**	*659*	83	2	**15**	**17**
Thames Valley University	*172*	74	0	**26**	**14**	*448*	76	3	**21**	**16**
Trinity & All Saints	*2*	100	0	**0**	**12**	*66*	92	0	**8**	**14**
Trinity College of Music	*2*	100	0	**0**	**11**	*6*	83	0	**17**	**14**
University College London	*54*	89	4	**7**	**6**	*236*	87	3	**10**	**15**
University of Warwick	*22*	55	9	**36**	**16**	*159*	84	2	**14**	**15**
Westhill College	*19*	58	11	**32**	**17**	*137*	90	1	**9**	**17**
University of West of England, Bristol	*161*	69	1	**30**	**14**	*1,296*	86	1	**13**	**17**
University of Westminster	*211*	85	2	**13**	**15**	*942*	79	4	**18**	**17**
Westminster College, Oxford	*18*	89	0	**11**	**13**	*52*	87	2	**12**	**11**
Wimbledon School of Art	*9*	78	11	**11**	**11**	*49*	94	0	**6**	**11**
University of Wolverhampton	*488*	85	2	**14**	**14**	*1,023*	81	2	**17**	**15**
University College Worcester	*92*	96	0	**4**	**14**	*243*	84	1	**15**	**16**
Writtle College	*5*	100	0	**0**	**14**	*118*	92	1	**7**	**11**
Wye College, University of London	*0*					*47*	85	2	**13**	**12**
University of York	*6*	100	0	**0**	**14**	*98*	83	7	**10**	**14**

Table T3 c: Non-continuation following year of entry

Mature full-time first degree entrants 1997-98

Institution	With previous HE qualification: Total entrant	Continue or qualify	At other UK HEI	Not in HE	Bench-mark	With no previous HE qualification: Total entrant	Continue or qualify	At other UK HEI	Not in HE	Bench-mark
		%	%	%	%		%	%	%	%
Scotland										
All Scottish Institutions	*2,439*	84	1	**14**		*2,939*	85	2	**13**	
University of Aberdeen	*83*	83	1	**16**	**12**	*273*	81	0	**19**	**16**
University of Abertay Dundee	*8*	88	0	**13**	**15**	*226*	83	4	**13**	**17**
University of Dundee	*123*	80	1	**19**	**14**	*156*	85	3	**12**	**13**
University of Edinburgh	*251*	90	1	**8**	**13**	*154*	87	0	**13**	**14**
Edinburgh College of Art	*29*	90	3	**7**	**11**	*44*	95	0	**5**	**13**
University of Glasgow	*164*	84	4	**13**	**13**	*261*	85	2	**13**	**15**
Glasgow Caledonian University	*581*	80	1	**19**	**15**	*317*	78	3	**19**	**15**
Glasgow School of Art	*9*	100	0	**0**	**11**	*37*	92	0	**8**	**11**
Heriot-Watt University	*73*	82	4	**14**	**16**	*71*	80	1	**18**	**17**
Napier University	*95*	95	1	**4**	**16**	*466*	91	2	**8**	**16**
Northern College of Education	*8*	75	0	**25**	**16**	*51*	86	2	**12**	**11**
University of Paisley	*449*	82	2	**16**	**16**	*181*	78	3	**19**	**17**
Queen Margaret University College	*122*	85	1	**14**	**13**	*107*	93	2	**5**	**13**
Robert Gordon University	*147*	82	3	**15**	**15**	*126*	81	2	**17**	**15**
Royal Scottish Academy of Music & Drama	*5*	100	0	**0**	**11**	*19*	89	0	**11**	**14**
University of St Andrews	*11*	100	0	**0**	**10**	*52*	81	10	**10**	**14**
St Andrew s College of Education	*0*					*26*	100	0	**0**	**10**
University of Stirling	*83*	96	0	**4**	**15**	*151*	87	2	**11**	**14**
University of Strathclyde	*198*	89	1	**11**	**16**	*221*	89	2	**9**	**13**

Table T3 c: Non-continuation following year of entry

Mature full-time first degree entrants 1997-98

Institution	With previous HE qualification: Total entrant	Continue or qualify	At other UK HEI	Not in HE	Bench-mark	With no previous HE qualification: Total entrant	Continue or qualify	At other UK HEI	Not in HE	Bench-mark
		%	%	%	%		%	%	%	%
Wales										
All Welsh institutions	778	80	1	19		2,865	80	3	17	
University of Glamorgan	207	74	0	26	15	471	78	2	20	18
University of Wales, Aberystwyth	4	100	0	0	13	221	89	1	10	15
University of Wales, Bangor	6	83	0	17	13	313	86	3	11	15
Cardiff University	50	86	2	12	13	291	80	4	16	14
University of Wales, Lampeter	30	80	0	20	16	152	67	8	25	17
University of Wales, Swansea	19	84	0	16	15	237	83	3	15	14
University of Wales College of Medicine	17	88	0	12	8	37	100	0	0	9
University of Wales Institute, Cardiff	194	83	2	15	14	307	83	1	16	13
University of Wales College, Newport	89	82	1	17	14	241	82	3	15	14
North East Wales Institute	79	84	4	13	13	309	80	2	18	17
Swansea Institute of Higher Education	83	78	0	22	14	163	78	3	19	16
Trinity College Carmarthen	0					110				
Welsh College of Music and Drama	0					13	92	8	0	11
Northern Ireland										
All Northern Ireland institutions	297	87	1	11		662	84	1	15	
The Queen's University of Belfast	45	84	2	13	14	331	85	2	14	13
University of Ulster	252	88	1	11	15	331	82	1	17	15

Table T4

Resumption of study after year of inactivity

Full-time first degree entrants 1996-97

1. This table looks at students who entered a full-time first degree programme in 1996-97 and were then not found in any HE institution in 1997-98. It is based on much smaller numbers than the other tables, and the percentages given are therefore more liable to fluctuate from one year to the next. For this reason, we do not suggest using any of these figures as a performance indicator; they are provided as a context for the indicators in Table T3.

2. Each section of the table shows:

- the number of full-time first degree entrants from 1996-97 who were absent from HE in 1997-98
- the percentage returning to HE in 1998-99 at their original institution, or gaining an undergraduate qualification other than a degree
- the percentage returning to another institution
- the percentage still not in HE in 1998-99.

3. Students who obtained a sub-degree qualification during 1996-97 and did not continue their studies were counted last year as leaving the institution. Although we have changed this for students leaving in 1997-98, we have still included such students in the first group here, to be consistent with Table T3 from last year.

4. The final column shows the numbers not returning to HE in 1998-99 as a percentage of the numbers who originally entered the institution in 1996-97. On average, this is about 2 per cent below the percentage given in Table T3.

5. No adjusted sector values have been included in this table.

Table T4 : Resumption of study in 1998-99, after year out of HE in 1997-98

Full-time first degree entrants 1996-97

Institution	Young entrants not in HE in 1997-98				Mature entrants not in HE in 1997-98				All entrants not in HE in 1997-98				All entrants
	Number of students	Resume at HEI	Transfer	Not in HE	Number of students	Resume at HEI	Transfer	Not in HE	Number of students	Resume at HEI	Transfer	Not in HE	Percent not in HE for two years
		%	%	%		%	%	%		%	%	%	%
UK													
All UK Institutions	*15,429*	13	13	75	*12,548*	11	5	84	*28,147*	12	9	79	8
England													
All English Institutions	*12,342*	12	13	75	*10,692*	11	5	84	*23,192*	12	9	79	8
Anglia Polytechnic University	*172*	10	7	83	*158*	5	3	92	*337*	8	5	87	12
Aston University	*43*	7	19	74	*21*	10	5	86	*64*	8	14	78	4
University of Bath	*56*	13	27	61	*15*	7	13	80	*71*	11	24	65	3
Bath Spa University College	*29*	14	10	76	*33*	18	12	70	*62*	16	11	73	6
University of Birmingham	*119*	23	16	61	*25*	12	8	80	*144*	21	15	65	3
Bishop Grosseteste College	*3*	0	33	67	*2*	0	0	100	*5*	0	20	80	2
Bolton Institute of Higher Education	*135*	5	4	91	*223*	8	4	89	*358*	7	4	90	13
Bournemouth University	*191*	6	10	84	*99*	6	7	87	*290*	6	9	85	11
University of Bradford	*76*	17	16	67	*58*	10	7	83	*134*	14	12	74	6
Bretton Hall	*70*	49	3	49	*29*	38	7	55	*99*	45	4	51	8
University of Brighton	*141*	15	12	73	*153*	12	4	84	*298*	13	8	79	8
University of Bristol	*58*	24	22	53	*18*	11	11	78	*76*	21	20	59	2
Brunel University	*201*	11	30	59	*111*	7	11	82	*314*	10	23	68	8
Buckinghamshire Chilterns University College	*92*	5	4	90	*84*	5	2	93	*177*	5	3	92	9
University of Cambridge	*19*	26	26	47	*10*	20	20	60	*29*	24	24	52	1
Canterbury Christ Church University College	*59*	12	5	83	*64*	17	2	81	*123*	15	3	82	8
University of Central England in Birmingham	*204*	11	11	78	*234*	12	8	81	*440*	11	9	80	12

Note that the final column is expressed as a percentage of all entrants in 1996-97

Table T4 : Resumption of study in 1998-99, after year out of HE in 1997-98

Full-time first degree entrants 1996-97

Institution	Young entrants not in HE in 1997-98				Mature entrants not in HE in 1997-98				All entrants not in HE in 1997-98				All entrants
	Number of students	Resume at HEI	Transfer	Not in HE	Number of students	Resume at HEI	Transfer	Not in HE	Number of students	Resume at HEI	Transfer	Not in HE	Percent not in HE for two years
		%	%	%		%	%	%		%	%	%	%
University of Central Lancashire	246	6	9	85	307	6	5	90	562	6	6	88	14
Central School of Speech and Drama	5	0	0	100	9	0	11	89	14	0	7	93	10
Cheltenham and Gloucester CHE	95	7	8	84	52	8	0	92	147	7	5	87	8
Chester College of Higher Education	32	6	9	84	18	6	11	83	50	6	10	84	7
University College Chichester	32	9	19	72	18	11	6	83	50	10	14	76	4
City University	83	16	23	61	84	10	8	82	167	13	16	72	11
Coventry University	250	9	9	82	185	12	4	84	435	10	7	83	12
Cranfield University	15	7	7	87	7	0	29	71	22	5	14	82	9
Dartington College of Arts	12	17	17	67	8	0	0	100	20	10	10	80	10
De Montfort University	277	9	10	82	444	2	2	95	725	5	5	90	18
University of Derby	153	11	10	79	174	12	2	86	327	12	6	83	10
University of Durham	42	10	33	57	30	13	0	87	72	11	19	69	2
University of East Anglia	55	11	20	69	56	13	9	79	111	12	14	74	5
University of East London	145	9	8	83	319	7	5	88	474	8	6	87	16
Edge Hill College of Higher Education	49	14	4	82	26	4	4	92	75	11	4	85	6
University of Essex	44	5	16	80	23	4	9	87	67	4	13	82	7
University of Exeter	63	8	17	75	41	7	2	90	104	8	12	81	4
Falmouth College of Arts	10	30	20	50	8	13	0	88	18	22	11	67	4
Goldsmiths College	35	9	23	69	42	7	10	83	77	8	16	77	6
University of Greenwich	151	4	8	88	207	6	6	87	360	5	7	88	14

Note that the final column is expressed as a percentage of all entrants in 1996-97

Table T4 : Resumption of study in 1998-99, after year out of HE in 1997-98

Full-time first degree entrants 1996-97

Institution	Young entrants not in HE in 1997-98				Mature entrants not in HE in 1997-98				All entrants not in HE in 1997-98				All entrants
	Number of students	Resume at HEI	Transfer	Not in HE	Number of students	Resume at HEI	Transfer	Not in HE	Number of students	Resume at HEI	Transfer	Not in HE	Percent not in HE for two years
		%	%	%		%	%	%		%	%	%	%
Harper Adams University College	*10*	0	0	100	*1*	0	0	100	*11*	0	0	100	5
University of Hertfordshire	*215*	3	8	89	*151*	6	3	91	*366*	4	6	90	10
Homerton College, Cambridge	*5*	0	20	80	*9*	0	0	100	*14*	0	7	93	7
University of Huddersfield	*159*	4	8	88	*126*	7	3	90	*285*	5	6	89	9
University of Hull	*109*	28	8	63	*59*	14	8	78	*168*	23	8	68	5
Imperial College	*37*	24	27	49	*10*	0	20	80	*47*	19	26	55	2
Keele University	*43*	0	40	60	*24*	4	8	88	*69*	1	28	71	4
University of Kent at Canterbury	*70*	11	16	73	*53*	17	8	75	*123*	14	12	74	6
Kent Institute of Art & Design	*26*	27	4	69	*13*	8	15	77	*39*	21	8	72	8
King Alfred's College, Winchester	*47*	4	17	79	*39*	3	5	92	*86*	3	12	85	7
King's College London	*118*	34	11	55	*78*	28	6	65	*196*	32	9	59	4
Kingston University	*169*	9	13	78	*133*	13	8	79	*302*	11	11	78	8
Lancaster University	*81*	9	17	74	*38*	8	11	82	*119*	8	15	76	5
University of Leeds	*215*	22	22	56	*63*	10	6	84	*281*	19	18	63	4
Leeds Metropolitan Univ	*190*	7	7	85	*164*	7	3	90	*354*	7	5	88	9
University of Leicester	*95*	24	17	59	*28*	11	14	75	*123*	21	16	63	4
University of Lincolnshire and Humberside	*143*	3	6	90	*110*	6	5	89	*253*	5	6	90	10
University of Liverpool	*116*	10	18	72	*42*	10	10	81	*158*	10	16	74	4
Liverpool Hope	*49*	6	10	84	*48*	10	6	83	*97*	8	8	84	8
Liverpool John Moores University	*223*	11	11	78	*176*	5	3	92	*403*	8	7	84	9
University of London	*7*	14	29	57	*7*	29	0	71	*14*	21	14	64	7
London Sch of Economics & Political Sci	*8*	13	13	75	*4*	0	0	100	*12*	8	8	83	2

Note that the final column is expressed as a percentage of all entrants in 1996-97

Table T4 : Resumption of study in 1998-99, after year out of HE in 1997-98

Full-time first degree entrants 1996-97

Institution	Young entrants not in HE in 1997-98				Mature entrants not in HE in 1997-98				All entrants not in HE in 1997-98				All entrants
	Number of students	Resume at HEI	Transfer	Not in HE	Number of students	Resume at HEI	Transfer	Not in HE	Number of students	Resume at HEI	Transfer	Not in HE	Percent not in HE for two years
		%	%	%		%	%	%		%	%	%	%
London Guildhall University	*118*	3	11	86	*154*	5	4	91	*274*	4	7	89	12
The London Institute	*74*	12	14	74	*80*	9	4	88	*157*	10	8	82	8
Loughborough University	*83*	45	19	36	*22*	32	9	59	*105*	42	17	41	2
University of Luton	*117*	9	5	85	*165*	27	4	69	*282*	20	5	76	11
University of Manchester	*200*	22	24	55	*52*	6	6	88	*299*	15	17	68	5
UMIST	*60*	12	15	73	*19*	5	11	84	*79*	10	14	76	5
Manchester Metropolitan University	*444*	13	9	78	*290*	9	3	88	*734*	11	7	82	10
Middlesex University	*202*	5	12	83	*379*	6	4	90	*581*	6	7	88	13
University of Newcastle upon Tyne	*185*	33	12	55	*39*	10	10	79	*224*	29	12	59	4
Newman College	*13*	15	15	69	*13*	8	0	92	*26*	12	8	81	7
University College Northampton	*169*	5	4	91	*141*	6	9	84	*311*	6	6	88	12
University of North London	*169*	14	11	76	*392*	13	6	82	*562*	13	7	80	15
North Riding College	*24*	13	25	63	*13*	15	8	77	*37*	14	19	68	6
Northern School of Contemporary Dance	*4*	0	25	75	*0*	0	0	0	*4*	0	25	75	5
University of Northumbria at Newcastle	*170*	11	5	84	*141*	8	1	91	*314*	9	4	87	8
Norwich School of Art & Design	*15*	7	20	73	*12*	0	0	100	*27*	4	11	85	11
University of Nottingham	*76*	17	25	58	*24*	17	8	75	*100*	17	21	62	2
Nottingham Trent University	*356*	6	12	82	*177*	6	6	89	*554*	6	10	85	9
School of Oriental and African Studies	*10*	10	20	70	*26*	8	8	85	*36*	8	11	81	8
University of Oxford	*78*	23	60	17	*6*	0	17	83	*84*	21	57	21	1
Oxford Brookes University	*108*	14	11	75	*133*	11	2	86	*242*	12	6	81	9
School of Pharmacy	*4*	25	50	25	*2*	0	50	50	*6*	17	50	33	2

Note that the final column is expressed as a percentage of all entrants in 1996-97

Table T4 : Resumption of study in 1998-99, after year out of HE in 1997-98

Full-time first degree entrants 1996-97

Institution	Young entrants not in HE in 1997-98				Mature entrants not in HE in 1997-98				All entrants not in HE in 1997-98				All entrants
	Number of students	Resume at HEI	Transfer	Not in HE	Number of students	Resume at HEI	Transfer	Not in HE	Number of students	Resume at HEI	Transfer	Not in HE	Percent not in HE for two years
		%	%	%		%	%	%		%	%	%	%
University of Plymouth	*187*	7	14	79	*149*	6	6	88	*342*	7	10	83	7
University of Portsmouth	*233*	7	15	78	*136*	7	5	88	*371*	7	11	82	8
Queen Mary and Westfield College	*147*	30	18	52	*69*	20	6	74	*216*	27	14	59	7
Ravensbourne College	*6*	0	33	67	*4*	0	0	100	*10*	0	20	80	5
RCN Institute	*0*	0	0	0	*11*	0	9	91	*12*	0	8	92	20
University of Reading	*123*	6	20	75	*56*	4	7	89	*179*	5	16	79	6
College of Ripon & York St John	*43*	12	12	77	*12*	17	25	58	*55*	13	15	73	4
University of Surrey Roehampton	*89*	2	10	88	*91*	8	4	88	*180*	5	7	88	10
Rose Bruford College	*7*	14	29	57	*4*	25	0	75	*11*	18	18	64	5
Royal Academy of Music	*6*	17	0	83	*0*	0	0	0	*6*	17	0	83	8
Royal College of Music	*3*	0	33	67	*0*	0	0	0	*3*	0	33	67	2
Royal Holloway, University of London	*38*	34	24	42	*25*	16	12	72	*63*	27	19	54	3
Royal Northern College of Music	*5*	40	40	20	*0*	0	0	0	*5*	40	40	20	1
Royal Veterinary College	*3*	0	33	67	*0*	0	0	0	*3*	0	33	67	2
St George's Hospital Medical School	*2*	50	0	50	*1*	100	0	0	*3*	67	0	33	1
College of St Mark & St John	*46*	15	7	78	*208*	52	3	45	*254*	45	4	51	6
St Martin's College	*26*	8	12	81	*15*	0	0	100	*41*	5	7	88	4
St Mary's College	*48*	6	13	81	*9*	0	0	100	*57*	5	11	84	8
University of Salford	*229*	3	10	86	*219*	5	5	90	*448*	4	8	88	12
University of Sheffield	*124*	49	17	34	*48*	31	4	65	*173*	44	13	43	2
Sheffield Hallam University	*226*	9	11	80	*278*	30	6	63	*508*	21	8	71	8
University of Southampton	*122*	10	20	70	*66*	3	6	91	*190*	7	15	77	4
Southampton Institute	*268*	7	8	85	*215*	18	5	77	*485*	12	7	81	13

Note that the final column is expressed as a percentage of all entrants in 1996-97

Table T4: Resumption of study in 1998-99, after year out of HE in 1997-98

Full-time first degree entrants 1996-97

Institution	Young entrants not in HE in 1997-98				Mature entrants not in HE in 1997-98				All entrants not in HE in 1997-98				All entrants
	Number of students	Resume at HEI	Transfer	Not in HE	Number of students	Resume at HEI	Transfer	Not in HE	Number of students	Resume at HEI	Transfer	Not in HE	Percent not in HE for two years
		%	%	%		%	%	%		%	%	%	%
South Bank University	167	5	13	83	422	14	5	81	592	11	7	82	16
Staffordshire University	268	26	9	65	104	27	2	71	374	26	7	67	8
University of Sunderland	178	4	8	88	153	5	5	90	331	5	6	89	10
The Surrey Inst of Art & Design Univ Coll	57	5	14	81	35	23	14	63	92	12	14	74	8
University of Surrey	42	7	14	79	22	0	0	100	64	5	9	86	6
University of Sussex	85	0	28	72	55	0	20	80	140	0	25	75	6
University of Teesside	144	4	8	88	98	4	5	91	242	4	7	89	10
Thames Valley University	91	13	12	75	146	8	3	89	237	10	6	84	12
Trinity & All Saints	35	6	20	74	15	13	20	67	50	8	20	72	6
Trinity College of Music	6	0	20	80	1	0	0	100	7	0	14	86	7
University College London	96	21	23	56	61	11	5	84	157	17	16	67	4
University of Warwick	62	27	21	52	54	15	6	80	116	22	14	65	4
Westhill College	9	0	11	89	17	6	12	82	26	4	12	85	9
University of West of England, Bristol	377	15	12	73	301	18	3	78	678	16	8	76	8
University of Westminster	153	9	11	80	227	7	7	87	383	8	8	84	13
Westminster College, Oxford	8	0	25	75	14	7	7	86	22	5	14	82	8
Wimbledon School of Art	6	17	17	67	3	0	33	67	9	11	22	67	4
University of Wolverhampton	207	6	6	87	220	7	1	91	428	7	4	89	11
University College Worcester	13	38	8	54	32	19	0	81	46	24	2	74	5
Writtle College	18	17	0	83	21	43	0	57	39	31	0	69	7
Wye College, University of London	6	0	33	67	10	30	0	70	16	19	13	69	8
University of York	58	28	14	59	14	14	0	86	72	25	11	64	3

Note: Not all the known leavers is expressed as a percentage of all entrants in 1996-97

Table T4 : Resumption of study in 1998-99, after year out of HE in 1997-98

Full-time first degree entrants 1996-97

Institution	Young entrants not in HE in 1997-98				Mature entrants not in HE in 1997-98				All entrants not in HE in 1997-98				All entrants
	Number of students	Resume at HEI	Transfer	Not in HE	Number of students	Resume at HEI	Transfer	Not in HE	Number of students	Resume at HEI	Transfer	Not in HE	Percent not in HE for two years
		%	%	%		%	%	%		%	%	%	%
Scotland													
All Scottish Institutions	*1,966*	12	14	74	*1,053*	12	5	82	*3,022*	12	11	77	8
University of Aberdeen	*102*	10	26	64	*81*	6	10	84	*183*	8	19	73	7
University of Abertay Dundee	*110*	25	15	59	*60*	18	12	70	*170*	23	14	63	10
University of Dundee	*90*	8	20	72	*58*	10	10	79	*148*	9	16	75	7
University of Edinburgh	*158*	19	24	57	*33*	12	12	76	*191*	18	22	60	3
Edinburgh College of Art	*19*	21	16	63	*8*	13	13	75	*27*	19	15	67	4
University of Glasgow	*167*	13	23	64	*89*	15	8	78	*256*	14	18	69	5
Glasgow Caledonian University	*371*	8	4	88	*276*	8	4	88	*647*	8	4	88	14
Glasgow School of Art	*13*	8	23	69	*7*	14	14	71	*20*	10	20	70	3
Heriot-Watt University	*89*	22	21	56	*30*	17	0	83	*119*	21	16	63	6
Napier University	*226*	11	7	82	*102*	24	1	75	*328*	15	5	80	15
Northern College of Education	*14*	0	14	86	*8*	0	25	75	*22*	0	18	82	8
University of Paisley	*143*	10	11	78	*130*	18	2	80	*273*	14	7	79	14
Queen Margaret University College	*63*	8	11	81	*30*	13	0	87	*93*	10	8	83	9
Robert Gordon University	*160*	18	5	77	*38*	8	3	89	*198*	16	5	79	11
Royal Scottish Academy of Music & Drama	*7*	14	29	57	*1*	0	0	100	*8*	13	25	63	4
University of St Andrews	*23*	9	35	57	*13*	15	15	69	*36*	11	28	61	2
St Andrew's College of Education	*14*	7	7	86	*7*	0	0	100	*23*	4	4	91	12
University of Stirling	*33*	15	12	73	*30*	13	3	83	*63*	14	8	78	4
University of Strathclyde	*164*	3	21	76	*52*	4	4	92	*217*	4	17	80	6

Note that the final column is expressed as a percentage of all entrants in 1996-97

Table T4 : Resumption of study in 1998-99, after year out of HE in 1997-98

Full-time first degree entrants 1996-97

Institution	Young entrants not in HE in 1997-98				Mature entrants not in HE in 1997-98				All entrants not in HE in 1997-98				All entrants
	Number of students	Resume at HEI	Transfer	Not in HE	Number of students	Resume at HEI	Transfer	Not in HE	Number of students	Resume at HEI	Transfer	Not in HE	Percent not in HE for two years
		%	%	%		%	%	%		%	%	%	%
Wales													
All Welsh Institutions	*777*	13	10	77	*686*	15	4	81	*1,469*	14	7	79	7
University of Glamorgan	*178*	10	8	81	*199*	22	3	75	*377*	16	5	78	12
University of Wales, Aberystwyth	*50*	2	14	84	*35*	6	6	89	*85*	4	11	86	4
University of Wales, Bangor	*53*	17	4	79	*44*	18	5	77	*97*	18	4	78	5
Cardiff University	*133*	29	16	56	*59*	22	7	71	*192*	27	13	60	3
University of Wales, Lampeter	*13*	0	8	92	*18*	33	0	67	*34*	18	3	79	6
University of Wales, Swansea	*80*	6	16	78	*28*	7	4	89	*108*	6	13	81	4
University of Wales College of Medicine	*10*	20	10	70	*4*	0	25	75	*14*	14	14	71	3
University of Wales Institute, Cardiff	*67*	12	6	82	*81*	7	2	90	*148*	9	4	86	9
University of Wales College, Newport	*62*	6	8	85	*66*	5	6	89	*128*	5	7	88	12
North East Wales Institute	*43*	12	5	84	*61*	16	5	79	*106*	14	5	81	12
Swansea Institute of Higher Education	*69*	12	6	83	*69*	14	1	84	*139*	13	4	83	15
Trinity College Carmarthen	*17*	6	12	82	*22*	5	9	86	*39*	5	10	85	8
Welsh College of Music and Drama	*2*	0	0	100	*0*	0	0	0	*2*	0	0	100	2
Northern Ireland													
All Northern Ireland Institutions	*344*	30	11	59	*117*	17	7	76	*464*	27	10	63	5
The Queen's University of Belfast	*115*	39	10	50	*35*	14	11	74	*150*	33	11	56	3
University of Ulster	*229*	26	11	63	*82*	18	5	77	*314*	24	10	67	8

Note that the final column is expressed as a percentage of all entrants in 1996/97

Table T5

Projected learning outcomes and efficiencies

Full-time students on first degree courses 1997-98

1. The previous tables, T3 and T4, rely on tracking students through the system from one year to the next. There are various paths we could have investigated, many of which would eventually lead to qualification. In order to summarise all of these in one table, we considered the incidence of each of them over the academic years 1996-97, 1997-98, and 1998-99. We then looked at how students who started in 1997-98 would fare if they followed the same sorts of paths as those we had identified, over a sufficiently long period of time. This allowed us to project how many would graduate, transfer, leave, and so on, in the long run. These values are extrapolations, or projections, of current patterns, and provide the percentages given in this table.

2. Because of the different methods used for this table, we have also used a slightly different base population. Tables T1 to T4 are based on the number of 'entrants' to an institution, defined by the commencement date of each student as supplied by the institution to HESA. For Table T5 we have used the number of 'starters', identified according to their previous activity at the institution.

3. More detailed definitions are given in Annex A. Technical details of the method, together with the patterns of movement used, are given in Annex C.

4. As with the other tables, only students who are residents of England, Scotland, Wales, or Northern Ireland are included.

5. The first two columns show the total number of full-time first degree students who started at each institution in 1997-98, and what percentage of these are mature. The next columns – projected outcomes – provide the percentages expected to obtain a degree, obtain a diploma or other sub-degree award, transfer to another institution, or neither transfer nor achieve an award. The percentage for whom we cannot obtain an outcome are also shown under 'Not known'. This last percentage is generally negligible (but see below).

6. The values of most interest as indicators are the percentage projected to obtain a degree, and the percentage projected to neither transfer nor obtain any qualification. The method of projection used allows for students who spend one year out of study and then return; but students who take two or more years out of study will be included as not qualifying. This does not imply that they will never return to higher education, but the assumption is that after two years out they are not going to return immediately.

7. The adjusted sector benchmarks for these percentages have been included, and should be interpreted as in the other tables. Note that these benchmarks now take into account the age split between young and mature at the institution. (See Annex C and paragraphs 15 to 20 for fuller details.) The standard deviation has been included for the percentage projected to neither transfer nor qualify, and where the difference between the indicator and the benchmark is significant this has been marked as described at paragraph 111.

8. A number of institutions show a proportion of students whose projected outcome is 'unknown'. A value of 1 per cent unknown would be fairly common with small institutions. The few institutions for whom the percentage unknown is larger have generally made some changes either to their course structure or to their method of data recording, in particular to the year of programme field. The projected outcomes for such institutions should be treated with caution. The percentage of students

projected to obtain a degree at such institutions is likely to be an under-estimate of the true figure. (See paragraph 11 below.)

9. For some institutions, the profile of outcomes for the institution is markedly different from the profile of its benchmarks. In such cases no simple comparison can be made between the benchmarks and the indicators, so we have omitted the standard deviation in such cases, and marked it with a double asterisk. Particular care is needed in interpreting the figures for such institutions.

10. There are two institutions where the data quality this year has been poor. This has affected the matching programmes used to link records from one year to the next, with the result that large numbers have been projected to leave these institutions with no qualification. At a third institution, there have been other data problems which have affected their figures. The results for all of these institutions, which are marked †, have been omitted from the table.

11. At a number of institutions, there have been changes to the year of programme field, as noted in paragraph 8. These changes are intended to be permanent, and we welcome them as producing an improvement in the data collected. However, it does mean that there is an anomaly this year, as we cannot make alterations to rectify the situation without affecting next year's figures. Such institutions have been marked ‡.

12. Institutions which allow intercalated years of study at another institution may also produce anomalous results, particularly if students are out of the institution for more than one academic year. This will only be noticeable if such students form a large proportion of the total student body.

13. The table also contains a measure we have called 'efficiency'. Because of the way we are using the projection technique, we can see how long it would take each student to graduate, or to reach some other end point in their study. By taking these times together, we can work out the average time a student would take to graduate at each institution. We can also see how long this average time ought to be if there were no repeat years, and if no students left without a qualification. These figures are given in the columns labelled 'Actual' and 'Efficient' in the table. We have then taken the ratio of the efficient time to the actual time as a proxy measure of efficiency. This value is shown in the next column. The adjusted sector value for efficiency is also included, along with an estimate of its standard deviation.

14. If the profile of outcomes for the institution is markedly different from the profile of its benchmarks, the efficiency measure is not meaningful, and has been omitted. As noted above, the standard deviation of the projected outcome has also been omitted in such cases, and marked with a double asterisk.

Table T5 : Projected learning outcomes and efficiencies

Full-time students starting first degree courses 1997-98

Institution	Number of starters	Starters who are mature	Projected outcomes: Degree		Neither award nor transfer				Other award	Transfer	Not known	Projected average time to transfer or complete (years)		Efficiency			
			Projected	Benchmark	Projected	Benchmark	Std dev		Projected values			Actual	Efficient	Projected	Benchmark	Std dev	
		%	%	%	%	%	%		%	%	%			%	%	%	
UK																	
All UK Institutions	*277,646*	*24*	**77**		**16**				1	5	0	3.7	3.1	**85**			
England																	
All English institutions	*227,115*	*25*	**77**		**16**				1	5	0	3.6	3.1	**85**			
Anglia Polytechnic University	*2,378*	*38*	**66**	**72**	**27**	**21**	0.8	⊖	2	5	0	3.8	2.9	**76**	**81**	0.9	⊖
Aston University	*1,429*	*11*	**87**	**83**	**7**	**11**	0.8	⊕	0	6	0	3.9	3.6	**91**	**88**	0.5	⊕
University of Bath	*1,342*	*9*	**88**	**85**	**8**	**9**	0.8		0	4	0	3.9	3.6	**92**	**90**	0.7	
Bath Spa University College	*799*	*38*	**83**	**75**	**12**	**19**	1.4	⊕	1	5	0	3.3	3.0	**90**	**83**	1.0	⊕
University of Birmingham	*3,552*	*7*	**90**	**88**	**5**	**7**	0.4		1	4	0	3.5	3.3	**93**	**92**	0.4	
Bishop Grosseteste College	*244*	*20*	**83**	**81**	**10**	**13**	2.2		1	6	0	3.8	3.6	**93**	**89**	1.3	⊕
Bolton Institute of Higher Education	*1,337*	*50*	**61**	**66**	**32**	**25**	1.2	⊖	2	5	0	3.8	2.6	**69**	**77**	1.3	⊖
Bournemouth University	*1,991*	*20*	**75**	**74**	**16**	**18**	0.9		3	5	0	3.8	3.2	**86**	**82**	0.8	⊕
University of Bradford	*1,790*	*19*	**79**	**76**	**15**	**16**	0.9		0	6	0	3.9	3.3	**84**	**83**	0.7	
Bretton Hall	*724*	*25*	**77**	**77**	**17**	**17**	1.4		3	3	0	3.2	3.0	**94**	**85**	1.1	⊕
University of Brighton	*2,461*	*36*	**74**	**73**	**17**	**20**	0.8		5	5	0	3.4	2.9	**86**	**81**	0.8	⊕
University of Bristol	*2,506*	*8*	**90**	**89**	**6**	**6**	0.5		0	3	1	3.7	3.4	**93**	**93**	0.4	
Brunel University	*2,685*	*23*	**74**	**74**	**15**	**18**	0.7		3	8	0	3.9	3.2	**83**	**82**	0.6	
Buckinghamshire Chilterns University College	*1,345*	*29*	**77**	**71**	**17**	**22**	1.1	⊕	2	4	0	2.8	2.5	**90**	**80**	1.0	⊕
University of Cambridge (‡)	*2,990*	*9*	**92**	**92**	**1**	**4**	0.4	⊕	0	1	5	3.3	3.3	**98**	**97**	0.5	
Canterbury Christ Church University College	*944*	*35*	**83**	**74**	**12**	**19**	1.3	⊕	1	4	0	3.4	3.1	**89**	**82**	0.9	⊕
University of Central England in Birmingham	*2,703*	*26*	**64**	**73**	**25**	**19**	0.8	⊖	3	8	0	3.8	2.9	**76**	**82**	0.8	⊖
University of Central Lancashire	*3,166*	*31*	**67**	**70**	**26**	**22**	0.7	⊖	1	6	0	3.8	2.9	**77**	**80**	0.8	

⊕/⊖ Shows that the indicator is significantly better/worse than its benchmark

*/‡ See introduction to table

Table T5 :: Projected learning outcomes and efficiencies

Full-time students starting first degree courses 1997-98

Institution	Number of starters	Starters who are mature	Projected outcomes: Degree Projected	Degree Bench-mark	Neither award nor transfer Projected	Neither award nor transfer Bench-mark	Neither award nor transfer Std dev		Other award	Transfer	Not known	Projected average time to transfer or complete (years) Actual	Projected average time to transfer or complete (years) Efficient	Efficiency Projected	Efficiency Bench-mark	Efficiency Std dev	
			Projected values														
		%	%	%	%	%	%		%	%	%			%	%	%	
Central School of Speech and Drama	146	34	80	78	13	16	3.0		1	5	0	3.4	3.0	90	85	2.3	
Cheltenham and Gloucester CHE	1,608	27	75	74	19	18	1.0		2	4	0	3.6	3.0	84	83	0.9	
Chester College of Higher Education	640	24	84	78	10	16	1.4	⊕	1	4	1	3.5	3.1	90	85	1.0	⊕
University College Chichester	1,214	44	81	79	11	15	1.0	⊕	4	4	0	3.0	2.7	91	87	1.6	
City University	1,048	25	73	73	17	19	1.2		0	10	0	3.9	3.2	83	82	1.0	
Coventry University	3,112	23	65	70	24	22	0.7		2	8	0	4.0	3.1	76	79	0.7	
Cranfield University	191	28	76	71	14	20	**		0	5	5						
Cumbria College of Art & Design	607	53	82	83	0	14	**		0	1	17						
Dartington College of Arts	169	42	73	78	19	17	2.9		1	7	0	3.3	2.8	86	85	2.5	
De Montfort University (†)	4,603	26															
University of Derby	2,789	34	69	71	25	21	0.8	⊖	0	5	0	3.8	2.9	75	80	0.8	⊖
University of Durham	2,697	10	90	87	6	9	0.5		0	4	0	3.4	3.2	94	91	0.4	⊕
University of East Anglia	1,697	23	87	80	9	13	0.8	⊕	0	5	0	3.4	3.1	91	87	0.6	⊕
University of East London	2,266	61	60	68	32	24	0.9	⊖	1	7	0	3.9	2.8	71	77	1.0	⊖
Edge Hill College of Higher Education	1,240	26	79	74	16	19	1.1		1	3	0	3.6	3.1	87	83	0.8	⊕
University of Essex	956	24	78	77	17	16	1.2		0	5	0	3.6	3.0	84	84	1.0	
University of Exeter	2,193	11	91	84	7	11	0.7	⊕	0	3	0	3.5	3.2	93	89	0.4	⊕
Falmouth College of Arts	365	41	79	74	15	19	2.1		0	7	0	3.3	2.8	86	83	1.8	
Goldsmiths College	1,150	40	78	77	17	17	1.1		0	5	0	3.6	3.1	86	85	0.9	
University of Greenwich	2,712	45	65	69	27	23	0.8	⊖	1	7	0	3.7	2.9	78	79	0.8	
Harper Adams University College	227	9	84	80	11	13	2.2		1	3	0	4.2	3.8	90	88	1.9	

† De Montfort University did not provide some qualifications and wrongly coded the year of programme for many students. Their progression statistics are therefore unsafe, and have been omitted.

⊕/⊖ Shows that the indicator is significantly better/worse than its benchmark.
**/‡ See introduction to table.

Table T5 : Projected learning outcomes and efficiencies

Full-time students starting first degree courses 1997-98

Institution	Number of starters	Starters who are mature	Projected outcomes: Degree		Neither award nor transfer				Other award	Transfer	Not known	Projected average time to transfer or complete (years)		Efficiency			
			Projected	Bench-mark	Projected	Bench-mark	Std dev		Projected values			Actual	Efficient	Projected	Bench-mark	Std dev	
		%	%	%	%	%	%		%	%	%			%	%	%	
University of Hertfordshire	3,088	29	71	70	20	22	0.7		2	6	0	3.9	3.2	82	78	0.7	⊕
Homerton College, Cambridge	170	7	91	86	6	8	2.1		0	3	0	4.1	3.9	96	92	1.0	⊕
University of Huddersfield	2,731	29	63	72	29	20	0.8	⊖	2	6	0	4.1	2.9	72	81	0.9	⊖
University of Hull	1,923	14	80	81	14	13	0.8		1	4	0	3.6	3.2	87	87	0.7	
Imperial College	1,519	16	86	90	6	6	0.6		0	8	0	3.8	3.4	91	96	0.8	⊖
Keele University	1,339	15	82	81	10	12	0.9		0	5	3	3.7	3.3	89	87	0.7	
University of Kent at Canterbury	1,469	19	80	79	14	14	0.9		0	6	0	3.6	3.1	87	86	0.7	
Kent Institute of Art & Design	384	33	79	76	18	18	2.0		0	3	1	3.4	2.9	86	83	1.8	
King Alfred's College, Winchester	976	26	78	77	16	17	1.2		1	5	0	3.5	3.0	86	85	0.9	
King's College London	2,629	24	86	85	10	9	0.6		0	4	0	3.3	3.4	100	96	0.8	⊕
Kingston University	2,908	31	72	71	17	20	0.7	⊕	4	7	0	3.9	3.0	79	80	0.6	
Lancaster University	2,202	13	80	76	15	17	0.8		0	5	0	3.5	3.0	88	85	0.6	⊕
University of Leeds	4,643	8	87	86	9	9	0.4		0	4	0	3.6	3.2	91	90	0.4	
Leeds Metropolitan University	3,398	25	74	70	20	21	0.7		0	5	0	3.7	3.0	81	80	0.6	
University of Leicester	2,253	8	89	85	6	9	0.6	⊕	0	5	0	3.5	3.2	94	90	0.4	⊕
University of Lincolnshire and Humberside	2,216	35	74	69	20	23	0.9	⊕	1	5	0	3.4	2.8	82	79	0.9	
University of Liverpool	3,141	13	84	83	10	10	0.5		0	5	0	3.6	3.3	89	89	0.5	
Liverpool Hope	1,291	30	75	73	20	20	1.1		0	4	1	3.7	3.2	86	81	0.8	⊕
Liverpool John Moores University	3,523	28	75	74	20	19	0.7		1	4	0	3.7	3.1	84	82	0.6	
University of London	172	32	70	81	22	13	2.6	⊖	0	8	0	4.0	2.9	73	88	3.0	⊖
London Sch of Economics & Political Sci	556	11	94	89	4	7	1.1		0	1	0	3.1	2.9	93	92	0.9	
London Guildhall University	2,274	48	56	67	33	25	0.9	⊖	3	7	0	4.3	2.7	64	76	1.0	⊖

⊕/⊖ Shows that the indicator is significantly better/worse than its benchmark

**/‡ See introduction to table

Table T5 : Projected learning outcomes and efficiencies

Full-time students starting first degree courses 1997-98

Institution	Number of starters	Starters who are mature	Projected outcomes: Degree Projected	Degree Benchmark	Neither award nor transfer Projected	Neither award nor transfer Benchmark	Neither award nor transfer Std dev		Other award	Transfer	Not known	Projected average time to transfer or complete (years) Actual	Efficiency Efficient	Efficiency Projected	Efficiency Benchmark	Efficiency Std dev	
		%	%	%	%	%	%		%	%	%			%	%	%	
The London Institute	1,540	44	79	75	17	19	1.0		1	3	0	3.4	2.9	86	83	0.9	+
Loughborough University	2,669	8	85	81	6	12	0.6	+	3	5	0	3.6	3.3	91	87	0.5	+
University of Luton	1,845	29	62	69	27	23	1.0	-	4	7	0	3.6	2.7	75	79	1.0	-
University of Manchester	4,101	11	86	87	8	8	0.4		0	5	0	3.6	3.3	92	92	0.4	
UMIST	1,291	9	73	81	19	12	0.9	-	0	8	0	4.0	3.2	80	87	0.9	-
Manchester Metropolitan University	5,462	25	74	72	18	20	0.5		1	7	0	3.6	3.0	83	81	0.5	
Middlesex University	4,064	45	69	68	22	23	0.7		3	5	0	3.6	2.9	82	78	0.6	+
University of Newcastle upon Tyne	3,041	8	88	85	6	9	0.5	+	0	4	1	3.5	3.1	90	90	0.5	
Newman College	261	33	86	76	8	17	2.3	+	0	5	0	3.8	3.5	92	85	1.5	+
University College Northampton	2,163	23	72	72	21	20	0.9		1	5	0	3.6	3.0	82	81	0.7	
University of North London	2,548	56	51	65	38	27	**		1	10	0						
North Riding College	490	34	84	74	12	19	1.8	+	0	4	0	3.3	3.0	91	83	1.2	+
Northern School of Contemporary Dance	67	30	77	76	18	18	5.1		0	2	2	3.3	2.8	86	85	5.1	
University of Northumbria at Newcastle	3,431	26	77	74	17	18	0.7		2	4	0	3.5	3.1	87	83	0.6	+
Norwich School of Art & Design	206	35	90	76	8	18	2.7	+	0	2	1	3.2	3.0	94	84	1.3	+
University of Nottingham	3,280	15	90	90	5	6	0.4		0	3	1	3.3	3.0	92	93	0.8	
Nottingham Trent University	4,066	20	76	76	16	17	0.6		1	6	0	3.7	3.1	85	83	0.5	
School of Oriental and African Studies	416	50	65	78	29	16	1.8	-	0	4	1	4.1	3.1	75	85	2.0	-
University of Oxford (1)	3,488	17	91	93	1	4	**		0	2	5						
Oxford Brookes University	2,224	29	77	74	16	18	0.8		3	5	0	3.6	3.0	84	82	0.7	
School of Pharmacy	129	20	87	87	5	7	2.3		0	8	0	3.3	3.0	92	90	2.1	
University of Plymouth	3,364	28	77	74	15	18	0.7	+	2	6	0	3.6	3.2	88	82	0.6	+

+ or - Actual first year outcome is significantly better/worse than its benchmark

** Insufficient data for full analysis

Table T5 : Projected learning outcomes and efficiencies

Full-time students starting first degree courses 1997-98

Institution	Number of starters	Starters who are mature	Projected outcomes: Degree		Neither award nor transfer				Other award	Transfer	Not known	Projected average time to transfer or complete (years)		Efficiency		
			Projected	Bench-mark	Projected	Bench-mark	Std dev		Projected values			Actual	Efficient	Projected	Bench-mark	Std dev
		%	%	%	%	%	%		%	%	%			%	%	%
University of Portsmouth	2,835	23	74	73	18	19	0.7		2	6	0	3.7	3.0	82	82	0.7	
Queen Mary and Westfield College	2,020	28	80	78	13	15	0.8		0	8	0	3.6	3.1	87	88	1.1	
Ravensbourne College	157	35	81	76	16	18	3.1		0	3	0	3.1	2.7	89	84	2.3	
RCN Institute	31	100	73	75	19	15	**		0	8	0						
University of Reading	2,150	16	84	83	11	11	0.7		0	5	0	3.4	3.1	89	89	0.6	
College of Ripon & York St John	975	25	84	79	10	15	1.1	+	2	4	0	3.4	3.1	91	86	0.7	+
University of Surrey Roehampton	1,682	37	75	73	19	20	1.0		0	5	0	3.7	3.1	85	82	0.8	
Rose Bruford College	150	26	86	78	9	16	3.0		0	5	0	3.2	3.0	91	85	1.7	+
Royal Academy of Music	61	8	80	77	11	17	**		9	0	0						
Royal College of Music	85	9	82	83	2	11	**		0	10	5						
Royal Holloway, University of London	1,276	13	85	83	9	11	0.9		0	6	0	3.4	3.1	90	89	0.7	
Royal Northern College of Music	92	5	77	76	9	17	**		7	7	0						
Royal Veterinary College	93	26	88	92	1	4	**		0	9	1						
St George's Hospital Medical School	205	26	92	93	0	3	**		0	0	7						
College of St Mark & St John	673	38	85	73	10	20	1.5	+	1	4	0	3.6	3.3	91	83	0.8	+
St Martin's College	1,001	21	88	77	8	16	1.2	+	0	3	0	3.6	3.3	92	85	0.7	+
St Mary's College	683	14	79	77	14	16	1.4		1	5	0	3.5	3.1	88	85	1.0	+
University of Salford	2,986	29	73	73	19	19	0.7		2	6	0	3.8	3.1	81	81	0.6	
University of Sheffield	3,581	12	92	86	5	8	0.5	+	0	3	0	3.5	3.3	93	91	0.5	
Sheffield Hallam University	4,198	23	73	72	15	20	0.6	+	6	6	0	3.8	3.1	82	80	0.5	
University of Southampton	3,623	18	86	82	10	12	0.5		0	4	0	3.5	3.1	88	88	0.5	
Southampton Institute (†)	2,839	21															
South Bank University	2,497	52	57	65	30	26	**		3	10	0						

* At Southampton Institute, 1,000 students were omitted from the records sent to HESA for the 1998-99 year. The progression statistics for this year are therefore unsafe, and have been deleted from this table.

+ or − Shows that the indicator is significantly better/worse than its benchmark

** See introduction to table

Table T5 : Projected learning outcomes and efficiencies

Full-time students starting first degree courses 1997-98

Institution	Number of starters	Starters who are mature	Projected outcomes: Degree Projected	Degree Benchmark	Neither award nor transfer Projected	Neither award nor transfer Benchmark	Neither award nor transfer Std dev		Other award	Transfer	Not known	Projected average time to transfer or complete (years) Actual	Efficient	Efficiency Projected	Efficiency Benchmark	Efficiency Std dev	
		%	%	%	%	%	%		%	%	%						
Staffordshire University	2,938	26	80	73	15	20	0.7	+	1	4	0	3.4	3.0	87	81	0.7	+
University of Sunderland	2,767	30	69	71	26	21	0.8	-	0	5	0	3.9	2.9	76	80	0.8	-
The Surrey Inst of Art & Design Univ Col	834	28	73	76	20	18	1.3		1	6	0	3.5	2.9	83	84	1.2	
University of Surrey	1,008	12	77	80	16	13	1.1		0	7	0	4.4	3.8	86	86	1.0	
University of Sussex	1,917	28	77	78	18	15	0.8		0	5	0	3.8	3.1	82	85	0.7	-
University of Teesside	1,987	28	73	70	20	22	0.9		1	6	0	3.5	3.0	84	79	0.8	+
Thames Valley University	1,256	48	53	66	33	25	**		5	9	0						
Trinity & All Saints	692	11	77	74	15	17	1.4		1	7	0	3.8	3.2	82	83	1.1	
Trinity College of Music	76	11	78	76	7	17	**		1	9	5						
University College London	2,913	24	87	83	8	11	0.6	+	0	6	0	3.2	2.9	91	90	0.7	
University of Warwick	2,231	9	90	87	6	8	0.6		0	4	0	3.5	3.2	93	91	0.5	-
Westhill College	291	53	76	70	17	22	2.4		2	4	1	3.8	3.4	89	80	1.5	+
University of West of England, Bristol	4,111	25	76	71	18	21	0.6		2	5	0	3.7	3.1	83	80	0.5	+
University of Westminster	2,721	44	68	68	20	24	0.8	+	4	7	0	3.6	2.8	78	77	0.8	
Westminster College, Oxford	209	31	71	78	19	16	2.5		1	8	0	3.9	3.3	84	87	2.4	
Wimbledon School of Art	143	45	80	79	14	16	3.1		0	6	1	3.3	2.9	87	86	2.9	
University of Wolverhampton	3,535	37	68	72	25	20	0.7	-	4	4	0	3.6	2.8	78	81	0.7	-
University College Worcester	852	38	81	74	15	19	1.3	+	2	2	0	3.4	2.9	86	83	1.2	+
Writtle College	174	40	81	77	13	16	2.8		3	1	2	2.9	2.5	87	86	3.0	
Wye College, University of London	171	29	87	80	11	14	2.6		0	3	0	3.3	3.0	92	88	2.1	
University of York	1,439	9	90	85	6	10	0.8	+	0	4	0	3.3	3.1	95	89	0.5	+

+/- shows that the indicator is significantly better/worse than its benchmark

**/‡ See introduction to table

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Table T5 : Projected learning outcomes and efficiencies

Full-time students starting first degree courses 1997-98

Institution	Number of starters	Starters who are mature	Projected outcomes: Degree Projected	Degree Bench-mark	Neither award nor transfer Projected	Neither award nor transfer Bench-mark	Neither award nor transfer Std dev		Other award	Transfer	Not known	Projected average time to transfer or complete (years) Actual	Projected average time to transfer or complete (years) Efficient	Efficiency Projected	Efficiency Bench-mark	Efficiency Std dev	
			Projected values														
		%	%	%	%	%	%		%	%	%			%	%	%	
Scotland																	
All Scottish Institutions	*28,800*	*21*	**75**		**16**				2	6	0	4.2	3.5	**84**			
University of Aberdeen	*2,040*	*17*	**78**	**79**	**16**	**14**	0.8		0	6	0	4.4	3.8	**87**	**86**	0.7	
University of Abertay Dundee (‡)	*1,188*	*47*	**53**	**87**	**16**	**9**	**		15	15	1						
University of Dundee	*1,366*	*20*	**79**	**79**	**13**	**15**	1.0		1	6	0	4.1	3.5	**85**	**87**	0.8	
University of Edinburgh	*3,724*	*14*	**87**	**86**	**9**	**9**	0.5		0	4	0	4.3	3.8	**89**	**91**	0.5	
Edinburgh College of Art	*350*	*25*	**63**	**80**	**23**	**14**	**		0	14	0						
University of Glasgow	*3,792*	*14*	**79**	**79**	**13**	**14**	0.6		1	7	0	4.5	3.8	**85**	**87**	0.5	
Glasgow Caledonian University	*2,855*	*30*	**65**	**76**	**25**	**16**	0.7	⊖	5	5	0	4.0	3.0	**75**	**84**	0.9	⊖
Glasgow School of Art	*339*	*28*	**59**	**79**	**17**	**16**	**		0	8	17						
Heriot-Watt University	*1,282*	*11*	**80**	**76**	**11**	**17**	1.0	⊕	1	8	0	4.0	3.6	**90**	**83**	0.8	⊕
Napier University (†)	*1,739*	*28*	**67**	**73**	**23**	**19**	0.9	⊖	4	6	0	3.9	3.2	**81**	**82**	1.0	
Northern College of Education	*229*	*28*	**76**	**79**	**18**	**15**	2.3		0	6	0	4.3	3.7	**86**	**87**	2.3	
University of Paisley	*1,861*	*35*	**66**	**72**	**25**	**20**	0.9	⊖	3	6	0	3.5	2.8	**80**	**81**	1.3	
Queen Margaret University College	*755*	*31*	**76**	**77**	**16**	**16**	1.3		4	4	0	3.7	3.2	**87**	**84**	1.3	
Robert Gordon University	*1,453*	*18*	**74**	**75**	**20**	**17**	1.0		2	5	0	4.2	3.5	**84**	**83**	1.0	
Royal Scottish Academy of Music & Drama (†)	*135*	*19*															
University of St Andrews	*1,091*	*9*	**84**	**83**	**10**	**11**	0.9		1	5	0	4.2	3.8	**89**	**89**	0.8	
St Andrew's College of Education	*148*	*18*	**57**	**75**	**25**	**18**	**		0	18	0						
University of Stirling	*1,242*	*21*	**77**	**78**	**15**	**16**	1.0		2	6	0	4.2	3.5	**84**	**85**	1.0	
University of Strathclyde	*3,211*	*16*	**78**	**81**	**14**	**12**	0.6		0	7	0	4.3	3.6	**85**	**87**	0.6	

† RSAMD did not provide qualifications obtained, and wrongly coded the year of programme, for many students. Their progression statistics are therefore unsafe, and have been omitted.

‡ Napier university have identified a problem with the reliability of the data they have submitted which is used in calculating the projected outcomes. Unfortunately, this was brought to the Funding Councils' attention too late for any amendment to be considered prior to publication.

⊕/⊖ Shows that the indicator is significantly better/worse than its benchmark

**/‡ See introduction to table

Table T5 : Projected learning outcomes and efficiencies

Full-time students starting first degree courses 1997-98

Institution	Number of starters	Starters who are mature	Projected outcomes: Degree Projected	Degree Benchmark	Neither award nor transfer Projected	Neither award nor transfer Benchmark	Neither award nor transfer Std dev		Other award	Transfer	Not known	Projected average time to transfer or complete (years) Actual	Projected average time to transfer or complete (years) Efficient	Efficiency Projected	Efficiency Benchmark	Efficiency Std dev	
		%	%	%	%	%	%		Projected values %	%	%			%	%	%	
Wales																	
All Welsh institutions	*15,953*	*22*	**77**		**16**				1	5	1	3.6	3.1	**86**			
University of Glamorgan	*2,433*	*26*	**65**	**68**	**27**	**24**	0.9	⊖	2	6	0	3.9	3.1	**79**	**77**	1.0	
University of Wales, Aberystwyth	*1,809*	*13*	**88**	**80**	**10**	**13**	0.8	⊕	0	2	0	3.3	3.0	**91**	**87**	0.6	⊕
University of Wales, Bangor	*1,483*	*25*	**81**	**77**	**14**	**16**	1.0		0	4	1	3.5	3.1	**88**	**84**	0.8	⊕
Cardiff University	*3,597*	*11*	**83**	**84**	**12**	**10**	0.5		0	5	0	3.5	3.1	**88**	**89**	0.5	
University of Wales, Lampeter	*439*	*42*	**69**	**74**	**18**	**19**	**		2	10	1						
University of Wales, Swansea	*2,012*	*12*	**83**	**81**	**11**	**12**	0.7		0	6	0	3.7	3.1	**86**	**87**	0.6	
University of Wales College of Medicine	*372*	*38*	**56**	**86**	**3**	**9**	**		0	4	36						
University of Wales Institute, Cardiff	*1,364*	*32*	**77**	**75**	**15**	**17**	1.0		4	5	0	3.4	3.0	**89**	**83**	0.8	⊕
University of Wales College, Newport	*710*	*38*	**77**	**73**	**19**	**21**	1.5		0	4	0	3.5	3.0	**87**	**82**	1.2	⊕
North East Wales Institute	*677*	*43*	**62**	**69**	**30**	**23**	1.6	⊖	3	5	0	3.9	2.9	**75**	**80**	1.7	⊖
Swansea Institute of Higher Education	*584*	*34*	**74**	**71**	**20**	**22**	1.7		0	5	0	3.6	3.1	**86**	**80**	1.4	⊕
Trinity College Carmarthen (†)	*380*	*30*															
Welsh College of Music and Drama	*93*	*14*	**77**	**78**	**15**	**16**	**		0	3	5						

† At Trinity College, Carmarthen, many fields in the 1998-99 HESA records were of such poor quality that our matching programme was unable to function. The progression statistics have therefore been omitted from this table.

Northern Ireland																	
All Northern Ireland institutions	*5,778*	*15*	**86**		**11**				1	3	0	3.6	3.3	**89**			
The Queen's University of Belfast	*2,985*	*13*	**87**	**85**	**10**	**9**	0.5		1	3	0	3.6	3.2	**89**	**90**	0.5	
University of Ulster	*2,793*	*15*	**84**	**77**	**12**	**16**	0.7	⊕	0	3	0	3.7	3.3	**90**	**84**	0.5	⊕

⊕ or ⊖ Shows that the indicator is significantly better/worse than its benchmark

** (†) See introduction to table

Table T6

Module completion rates

Part time undergraduate students 1998-99

1. This is a new table, which provides information about the progression rates of part-time students. It is restricted to undergraduate students domiciled in the UK, and this year is only published for institutions funded by the HEFCW.

2. Progression rates of part-time students are not as straightforward to define as those of full-time students. In addition, although we can tell when a student has completed a course if they obtain a qualification, it is difficult to tell when such a student has not completed a course, and does not intend to finish it. However, if institutions make modular returns to HESA, we can obtain information about the numbers passing individual modules.

3. Institutions return data to HESA in one of two formats – 'combined' or 'modular'. Institutions funded by the HEFCW must return their data to HESA in modular format, while institutions funded by the other funding councils may choose their mode of return. Results, other than final qualifications, are only available where institutions make modular returns.

4. In this context a 'module' is a part of a course that can be separately identified and assessed. There is no implication that such modules have transferrable credits, for example, nor that they are part of a modular structure.

5. The first column of the table shows the total number of part-time undergraduate students at the institution. This is followed by the number of 'student modules' for which we have information. If a student is registered on three modules, for example, we would have records for three student modules. The average number of modules per student for each institution is shown in column 7.

6. Modules differ in size, and the final column shows the average size, in percentage FTE per module, of modules at each institution. Together with the number of modules per student, this should give an indication of the average workload of a part-time student.

7. All the records included in these tables relate to students following programmes of study that lead to HE qualifications, or to credits towards such qualifications. There are a number of reasons why results for these students may not be returned to HESA. In some cases the student may have withdrawn from the course, in others he or she may have decided not to be assessed in that module. In particular, students who are studying a module out of personal interest may decide that they do not wish to be assessed.

8. Columns 3 and 5 in the table, therefore, show how many 'student modules' have results returned, and how many of these are passed. Columns 4 and 6 translate these into percentages. The percentage pass rate (for all modules with results provided) is given in column 6, and the percentage of modules for which results are available is given in column 4. If results are available for only a small proportion of modules, the pass rate should be treated with caution.

Table T6: Module completion rates

Part time undergraduate students 1998-99

Institution	Number of part time students	Total Modules	Modules with results	**Passed**	Module per student	FTE per module
			%	%		%
Wales						
All Welsh Institutions	20,154	55,958	75	84	2.8	13.8
University of Glamorgan	4,283	17,658	100	**79**	4.1	12.0
University of Wales, Aberystwyth	1,789	3,642	95	**91**	2.0	10.4
University of Wales, Bangor	1,341	2,035	52	**88**	1.5	15.3
Cardiff University	3,453	4,985	47	**97**	1.4	11.7
University of Wales, Lampeter	434	601	97	**95**	1.4	20.3
University of Wales, Swansea	2,198	2,885	60	**75**	1.3	22.9
University of Wales College of Medicine	166	166	79	**100**	1.0	81.9
University of Wales Institute, Cardiff	1,028	5,053	82	**78**	4.9	12.2
University of Wales College, Newport	3,855	17,326	58	**89**	4.5	11.3
North East Wales Institute of HE	1,607	1,607	59	**88**	1.0	50.4

Table R1

Research performance indicators 1998-99

1. This table provides four indicators of annual research output. They are not intended to replace the Research Assessment Exercise (RAE), which remains the most reliable indicator relating to research. The RAE results can be found on the RAE web-site, www.rae.ac.uk.

2. The indicators here look at numbers of PhDs awarded and amount of research grants and contracts obtained, relative to the academic staff costs of an institution, and relative to the funding council allocation of quality related (QR) research funds to that institution. Each indicator is expressed as the proportion of output relative to the rest of the sector per proportion of input relative to the rest of the sector. To take account of the different patterns of input to output in different cost centres, the ratios are obtained for each cost centre, and then combined to give the single indicator.

3. The four indicators are:

- proportion of PhDs awarded per proportion of academic staff costs
- proportion of PhDs awarded per proportion of funding council QR funding allocation for research
- proportion of research grants and contracts obtained per proportion of academic staff costs
- proportion of research grants and contracts obtained per proportion of funding council QR funding allocation for research.

4. A value of 1 for an indicator shows that the institution is producing the same as the rest of the sector, relative to its input. A value below 1 shows it is producing less than the sector, and a value greater than 1 shows that it is producing more than the sector, again relative to its input.

5. To put these indicators into context, the number of active cost centres under each input heading has been included. In addition, the amount of quality-rated (QR) research funding which an institution receives from the funding council has been included, along with the percentage that this forms of the total funding council allocation to that institution.

Table R1: Share of research output per share of research input, weighted by cost centre (1998-99)

Institution	Per academic staff costs			Per funding council research allocation			Research funding (QR)*	
	Ph.Ds awarded	Research grants & contracts	Cost centres with staff	Ph.Ds awarded	Research grants & contracts	Cost centres with funding	Total	Percent
							£'s	%
England								
Anglia Polytechnic University	0.03	0.37	23	0.68	4.35	4	237,104	0
Aston University	1.21	0.61	13	1.14	0.80	6	3,269,107	20
University of Bath	1.40	1.58	24	0.79	0.74	15	11,230,313	36
Bath Spa University College	0.12	0.12	15	0.59	0.44	2	336,926	4
Birkbeck College	0.79	0.73	15	0.57	0.37	14	5,083,523	26
University of Birmingham	2.15	1.21	30	1.61	0.97	28	26,841,978	39
Bishop Grosseteste College	0.00	0.00	4	0.00	0.00	0	0	0
Bolton Institute of Higher Education	0.08	0.06	13	1.15	1.79	1	120,906	0
Bournemouth University	0.31	0.20	16	3.24	2.06	2	129,128	0
University of Bradford	1.61	0.59	19	1.12	0.55	15	5,789,582	22
Bretton Hall	0.00	1.27	6	0.00	5.43	1	167,042	2
University of Brighton	0.11	0.61	24	0.43	1.55	10	1,863,911	6
University of Bristol	1.71	1.11	26	1.10	0.76	25	23,388,097	36
Brunel University	1.89	0.97	23	1.30	1.01	14	5,024,165	14
Buckinghamshire Chilterns University College	0.12	0.29	14	0.73	0.84	2	479,433	4
University of Cambridge	2.56	1.98	25	1.19	0.98	25	55,455,663	60
Canterbury Christ Church University College	0.25	0.06	16	1.54	0.40	3	428,671	4
University of Central England in Birmingham	0.23	0.50	12	2.11	3.78	2	621,588	2
University of Central Lancashire	0.27	0.39	23	0.96	1.46	10	703,081	2
Central School of Speech and Drama	0.00	0.00	4	0.00	0.00	1	28,397	0
Cheltenham and Gloucester CHE	0.85	2.07	17	2.12	3.85	5	576,985	4
Chester College of Higher Education	0.00	0.07	16	0.00	0.00	0	0	0
University College Chichester	0.16	0.10	13	2.64	0.37	3	142,100	2

* Research funding is the amount of QR funding from funding councils. Percentage is of the total funding council allocation.

Table R1: Share of research output per share of research input, weighted by cost centre (1998-99)

Institution	Per academic staff costs			Per funding council research allocation			Research funding (QR)*	
	Ph Ds awarded	Research grants & contracts	Cost centres with staff	Ph Ds awarded	Research grants & contracts	Cost centres with funding	Total	Percent
							£'s	%
City University	1.07	0.83	15	1.02	0.52	12	4,635,436	24
Coventry University	0.12	0.31	22	0.76	1.61	7	1,087,000	2
Cranfield University	1.20	2.05	5	1.15	1.84	5	7,096,386	38
Cumbria College of Art & Design	0.00	0.00	5	0.00	0.00	0	0	0
Dartington College of Arts	0.00	0.00	1	0.00	0.00	1	63,559	4
De Montfort University	0.28	0.61	22	1.03	2.31	12	2,422,162	4
University of Derby	0.67	0.47	21	4.38	3.68	4	385,380	2
University of Durham	1.33	1.84	22	0.97	1.47	18	11,160,095	26
University of East Anglia	1.81	1.49	19	1.20	1.08	14	8,547,313	32
University of East London	0.16	0.34	15	0.75	0.86	6	1,138,770	4
Edge Hill College of Higher Education	0.17	0.21	20	2.74	0.69	2	134,560	2
Institute of Education	3.13	4.37	1	0.94	1.31	1	5,256,354	46
University of Essex	1.18	1.43	15	0.99	1.04	10	6,030,205	34
University of Exeter	1.89	1.17	22	1.30	0.84	20	7,497,425	22
Falmouth College of Arts	0.00	0.00	4	0.00	0.00	2	258,220	6
Goldsmiths College	0.17	0.40	15	0.12	0.30	10	4,291,979	22
University of Greenwich	0.25	0.73	18	0.83	3.48	7	1,756,462	4
Harper Adams University College	0.08	0.20	1	0.57	1.39	1	177,353	2
University of Hertfordshire	0.64	0.46	23	1.85	0.66	10	1,904,691	4
Homerton College, Cambridge	0.00	0.68	1	0.00	0.63	1	608,105	12
University of Huddersfield	0.31	0.31	28	1.48	1.60	6	828,592	2
University of Hull	1.51	0.63	22	1.35	0.68	17	6,027,221	22
Imperial College	1.08	1.46	14	0.64	0.89	15	49,309,037	50
Keele University	1.04	0.96	22	1.02	0.82	18	5,143,334	28

* Research funding is the amount of QR funding from funding councils. Percentage is of the total funding council allocation.

Table R1: Share of research output per share of research input, weighted by cost centre (1998-99)

Institution	Per academic staff costs			Per funding council research allocation			Research funding (QR)*	
	Ph Ds awarded	Research grants & contracts	Cost centres with staff	Ph Ds awarded	Research grants & contracts	Cost centres with funding	Total	Percent
							£'s	%
University of Kent at Canterbury	1.42	1.22	18	1.40	0.96	12	5,809,964	26
Kent Institute of Art & Design	0.00	0.00	2	0.00	0.00	1	59,220	0
King Alfred's College, Winchester	0.13	0.06	15	6.76	1.78	1	50,345	0
King's College London (†)		1.78	25		0.98	21	32,675,434	38
Kingston University	0.25	0.30	25	1.23	1.56	6	886,992	2
Lancaster University	2.12	1.91	18	1.13	0.87	16	10,863,730	36
University of Leeds	1.46	1.35	31	1.28	1.00	29	26,558,653	32
Leeds Metropolitan University	0.27	0.24	20	1.54	0.99	6	815,203	2
University of Leicester	1.21	0.82	23	1.17	0.86	19	11,836,594	30
University of Lincolnshire and Humberside	0.27	0.17	15	1.79	2.32	3	336,555	2
University of Liverpool	1.35	1.26	29	1.30	1.01	28	18,253,860	28
Liverpool Hope	0.00	0.07	15	0.00	5.72	1	20,393	0
Liverpool John Moores University	0.33	0.56	27	0.83	1.16	13	1,849,024	4
University of London	1.36	2.57	4	1.26	2.53	6	2,442,798	16
Institute of Cancer Research	1.56	8.83	3	0.28	0.77	4	7,912,756	88
London Business School	1.31	3.77	1	0.63	1.83	1	1,996,372	60
London Sch of Economics & Political Sci	1.69	2.37	7	0.94	1.16	5	9,343,569	54
London Guildhall University	0.19	0.01	10	1.78	0.21	3	282,281	0
London School of Hygiene and Tropical Medicine	0.54	1.72	2	0.30	0.95	1	4,587,655	58
The London Institute	0.20	0.32	14	0.50	1.02	2	1,440,206	4
Loughborough University	1.64	1.77	23	1.13	1.29	21	9,910,075	24
University of Luton	0.35	0.21	22	6.19	8.30	2	58,552	0
University of Manchester	1.89	1.47	27	1.14	0.87	25	30,574,415	32

† The number of PhDs awarded by King's College does not include 80 students who were omitted from the HESA return

* Research funding is the amount of QR funding from funding councils. Percentage is of the total funding council allocation

Table R1: Share of research output per share of research input, weighted by cost centre (1998-99)

Institution	Per academic staff costs			Per funding council research allocation			Research funding (QR)*	
	Ph Ds awarded	Research grants & contracts	Cost centres with staff	Ph Ds awarded	Research grants & contracts	Cost centres with funding	Total	Percent
							£'s	%
UMIST	1.89	1.17	15	1.11	0.67	13	12,560,709	42
Manchester Metropolitan University	1.00	0.42	20	2.81	1.41	13	3,240,255	4
Middlesex University	0.52	0.54	16	1.35	1.12	8	1,585,595	4
University of Newcastle upon Tyne	1.41	1.08	27	1.03	0.88	25	20,282,472	32
Newman College	0.00	0.25	7	0.00	7.37	1	13,553	0
University College Northampton	0.56	0.14	25	16.28	4.31	2	76,708	0
University of North London	0.09	0.31	23	0.59	1.40	10	867,166	2
North Riding College	0.00	0.00	8	0.00	0.00	1	13,508	0
Northern School of Contemporary Dance	0.00	0.00	1	0.00	0.00	0	0	0
University of Northumbria at Newcastle	0.61	0.54	25	1.67	2.13	8	1,263,431	4
Norwich School of Art & Design	0.00	0.00	1	0.00	0.00	1	90,949	2
University of Nottingham	1.87	1.43	29	1.14	0.96	28	22,277,877	36
Nottingham Trent University	0.17	0.18	23	0.64	0.82	13	2,116,769	4
Open University	0.48	0.24	20	1.17	0.55	16	7,168,074	6
School of Oriental and African Studies	0.63	1.24	8	0.55	0.97	5	3,957,218	38
University of Oxford	2.91	1.97	23	1.00	0.83	22	57,736,589	62
Oxford Brookes University	0.61	0.86	20	1.98	1.97	10	1,730,513	6
School of Pharmacy	2.21	1.28	1	1.27	0.71	1	1,886,502	44
University of Plymouth	0.63	0.35	21	1.82	1.17	9	2,485,716	4
University of Portsmouth	0.33	0.30	22	1.07	0.81	15	3,109,972	8
Queen Mary and Westfield College	0.75	0.61	20	0.76	0.70	18	13,237,780	28
Ravensbourne College	0.00	0.00	2	0.00	0.00	0	0	0
RCN Institute	0.00	5.83	1	0.00	0.51	1	250,276	12

* Research funding is the amount of QR funding from funding councils. Percentage is of the total funding council allocation.

Table R1: Share of research output per share of research input, weighted by cost centre (1998-99)

Institution	Per academic staff costs			Per funding council research allocation			Research funding (QR)*	
	PhDs awarded	Research grants & contracts	Cost centres with staff	PhDs awarded	Research grants & contracts	Cost centres with funding	Total	Percent
							£'s	%
University of Reading	1.47	0.87	23	1.19	0.74	21	14,269,433	36
College of Ripon & York St John	0.00	0.07	16	0.00	1.86	1	24,521	0
University of Surrey Roehampton	0.45	0.71	15	1.26	1.91	6	893,582	4
Rose Bruford College	0.00	0.00	1	0.00	0.00	0	0	0
Royal Academy of Music	0.00	0.00	1	0.00	0.00	1	321,198	10
Royal College of Art	1.70	13.91	4	0.61	5.19	2	1,095,565	14
Royal College of Music	0.00	0.00	1	0.00	0.00	1	340,304	10
Royal Holloway, University of London	0.81	1.28	17	0.65	0.87	14	6,324,762	30
Royal Northern College of Music	0.00	0.00	1	0.00	0.00	1	236,365	6
Royal Veterinary College	1.04	0.81	1	0.82	0.64	1	2,301,653	26
St George's Hospital Medical School	0.21	0.64	2	0.42	1.09	1	3,341,023	24
College of St Mark & St John	0.00	0.09	12	0.00	5.09	1	38,833	0
St Martin's College	0.00	0.04	14	0.00	0.00	0	0	0
St Mary's College	0.00	0.11	13	0.00	2.85	2	60,236	0
University of Salford	0.70	0.57	24	1.13	0.98	12	5,093,142	12
University of Sheffield	1.90	1.27	29	1.12	0.92	27	25,647,047	38
Sheffield Hallam University	1.27	0.55	20	1.10	1.29	12	2,862,477	4
University of Southampton	1.51	1.37	23	1.03	0.94	22	22,147,730	36
Southampton Institute	0.17	0.06	18	1.62	1.02	4	243,121	0
South Bank University	0.29	0.71	26	1.47	1.95	7	1,641,822	4
Staffordshire University	0.06	0.92	23	0.74	6.18	4	655,183	2
University of Sunderland	0.04	0.53	21	0.24	1.10	6	980,571	2
The Surrey Inst of Art & Design Univ Col	0.00	0.00	2	0.00	0.00	1	24,528	0

* Research funding is the amount of QR funding from funding councils. Percentage is of the total funding council allocation

Table R1: Share of research output per share of research input, weighted by cost centre (1998-99)

Institution	Per academic staff costs			Per funding council research allocation			Research funding (QR)*	
	Ph Ds awarded	Research grants & contracts	Cost centres with staff	Ph Ds awarded	Research grants & contracts	Cost centres with funding	Total	Percent
							£'s	%
University of Surrey	2.18	2.04	22	1.17	0.95	18	9,647,534	34
University of Sussex	1.95	1.65	18	1.03	0.77	16	12,091,234	36
University of Teesside	0.09	0.60	18	2.71	4.95	2	166,529	0
Thames Valley University	0.00	0.07	16	0.00	1.45	5	249,177	0
Trinity & All Saints	0.00	0.13	12	0.00	3.80	1	18,011	0
Trinity College of Music	0.00	0.00	1	0.00	0.00	0	0	0
University College London	0.90	1.55	28	0.51	0.91	25	56,119,659	54
University of Warwick	2.61	2.49	17	1.11	1.04	15	16,831,248	38
Westhill College	0.00	0.61	6	0.00	3.12	1	17,134	0
University of West of England, Bristol	0.25	0.57	21	1.00	2.59	10	1,807,552	4
University of Westminster	0.22	0.44	19	0.67	1.48	11	1,703,248	4
Westminster College, Oxford	0.00	0.06	4	0.00	0.00	0	0	0
Wimbledon School of Art	0.00	0.42	1	0.00	0.14	1	898,359	28
University of Wolverhampton	0.30	0.13	24	5.06	2.14	3	305,756	0
University College Worcester	0.13	0.40	14	1.54	3.40	2	165,277	2
Writtle College	0.00	0.01	1	0.00	0.00	0	0	0
Wye College, University of London	1.77	0.79	1	1.85	0.83	1	1,224,112	30
University of York	1.70	2.38	17	0.79	1.24	16	11,598,879	42

* Research funding is the amount of QR funding from funding councils. Percentage is of the total funding council allocation.

Table R1: Share of research output per share of research input, weighted by cost centre (1998-99)

Institution	Per academic staff costs			Per funding council research allocation			Research funding (QR)*	
	Ph Ds awarded	Research grants & contracts	Cost centres with staff	Ph Ds awarded	Research grants & contracts	Cost centres with funding	Total	Percent
							£'s	%
Scotland								
University of Aberdeen	1.28	0.98	19	1.55	1.12	19	8,462,434	18
University of Abertay Dundee	0.19	0.28	13	1.37	1.44	3	306,746	2
University of Dundee	0.86	1.16	25	0.68	1.11	17	9,959,103	26
University of Edinburgh	1.52	1.58	27	0.97	1.13	29	34,006,359	34
Edinburgh College of Art	1.08	0.63	4	1.84	1.13	1	500,649	6
University of Glasgow	0.69	1.30	22	0.68	1.33	27	21,255,359	24
Glasgow Caledonian University	1.04	0.67	18	2.28	0.85	7	937,913	2
Glasgow School of Art	0.00	5.76	4	0.00	10.69	1	330,912	4
Heriot-Watt University	0.61	0.77	15	0.84	1.20	14	5,076,991	18
Napier University	0.22	0.47	20	1.23	2.70	8	808,208	2
Northern College of Education	0.00	0.05	2	0.00	0.00	0	0	0
University of Paisley	0.14	0.18	16	2.92	3.57	4	238,220	2
Queen Margaret University College	1.16	2.22	10	1.04	2.29	2	439,136	4
Robert Gordon University	0.45	0.50	16	1.98	1.18	6	931,987	4
Royal Scottish Academy of Music & Drama	0.00	0.00	2	0.00	0.00	0	0	0
University of St Andrews	0.97	1.55	12	0.80	1.37	13	7,175,199	30
St Andrew's College of Education	0.00	0.00	1	0.00	0.00	0	0	0
University of Stirling	0.98	0.78	15	0.87	0.83	14	4,453,386	20
University of Strathclyde	0.93	1.14	26	0.76	0.94	22	13,622,399	22

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* Research funding is the amount of QR funding from funding councils. Percentage is of the total funding council allocation.

Table R1: Share of research output per share of research input, weighted by cost centre (1998-99)

Institution	Per academic staff costs: Ph Ds awarded	Per academic staff costs: Research grants & contracts	Per academic staff costs: Cost centres with staff	Per funding council research allocation: Ph Ds awarded	Per funding council research allocation: Research grants & contracts	Per funding council research allocation: Cost centres with funding	Research funding (QR)*: Total	Research funding (QR)*: Percent
							£'s	%
Wales								
University of Glamorgan	0.18	0.65	30	1.80	3.43	3	610,382	2
University of Wales, Aberystwyth	1.43	2.31	15	1.25	1.94	14	4,473,890	18
University of Wales, Bangor	1.06	1.07	17	0.77	1.06	16	5,259,816	20
Cardiff University	1.37	1.25	24	0.91	0.79	22	16,246,475	30
University of Wales, Lampeter	0.25	0.16	10	0.32	0.28	5	832,043	16
University of Wales, Swansea	1.22	0.99	23	1.22	0.78	19	7,416,258	22
University of Wales College of Medicine	0.04	0.50	4	0.09	0.94	2	4,206,698	32
University of Wales Institute, Cardiff	0.01	0.21	15	0.10	1.27	1	469,552	2
University of Wales College, Newport	0.06	0.08	9	0.47	0.47	2	270,702	2
North East Wales Institute	0.92	0.11	10	0.97	1.23	1	239,632	2
Swansea Institute of Higher Education	0.00	0.19	10	0.00	0.00	0	0	0
Trinity College Carmarthen	0.00	0.17	5	0.00	10.11	1	14,734	0
Welsh College of Music and Drama	0.00	0.00	1	0.00	0.00	0	0	0
Centre for Adv. Welsh and Celtic Studies	0.00	3.97	1	0.00	3.27	1	143,060	26
Northern Ireland								
The Queen's University of Belfast	1.17	0.70	31	1.36	0.84	27	12,268,247	20
University of Ulster	1.19	0.90	23	0.70	0.94	15	8,333,510	14

* Research funding is the amount of QR funding from funding councils. Percentage is of the total funding council allocation.

Annex A

General definitions

1. This annex provides definitions of the terms used in the performance indicator tables. The data used in constructing the indicators have been taken mainly from the Higher Education Statistics Agency (HESA) database, with some information from the database held by the Universities and Colleges Admissions Services (UCAS). In general, where information is available through HESA that database has been used. Where data are not currently held on the HESA database, or where the information on that database is incomplete, we have used the UCAS database. The web-sites for HESA and UCAS both contain details of the information they collect.

Coverage of tables

2. All students included in tables T1 to T5 are those whose normal residence is in the United Kingdom, excluding the Channel Isles and the Isle of Man. This information comes primarily from the HESA POSTCODE field, with the DOMICILE field used if there is no valid postcode supplied. If neither field supplies valid information, it is assumed that the student is resident in the UK.

Age

3. Many of the tables are split between young and mature students, defined as follows:

- **Young** students are those who are under 21 at 30 September of the academic year in which they are recorded as entering the institution. So for students recorded as entering an institution in 1998-99, young students are those born after 30 September 1977.
- **Mature** students are those who are 21 or over, also at 30 September of the academic year in which they are recorded as entering the institution.

4. Students whose date of birth is not given, or whose date of birth suggests that they are 10 years or under, are allocated to age group 'unknown'. For tables which provide information about young students, mature students, and all students, this means that the numbers under 'All students' are not necessarily the sum of 'Young students' and 'Mature students'.

5. These definitions are used to tie in with the UCAS definitions. Social Class data (see below), in particular, are collected differently for young and mature students on the UCAS forms.

Mode of study

6. **Full-time** students are those recorded as studying full-time at an institution, or on thick or thin sandwich courses, provided that the length of the course is at least 24 weeks.

7. **Part-time** students are those recorded as studying part-time, or full-time on courses lasting less than 24 weeks.

Level of study

8. The level of study is taken from the qualification aim of the student. Only undergraduate students are included in tables T1 to T5 at present. **Degree** students are those studying for any type of first degree; **other undergraduates** are those studying for diplomas, certificates, and other undergraduate courses. The codes for qualification aims (HESA field QUALAIM, as coded for the 1998-99 return) used to define the level are shown in table 1.

Table 1

	QUALAIM codes
Degree	19, 20, 21, 22, 23, 24
Other undergraduate	25, 29, 30, 31, 32, 41, 42, 43, 44, 51, 52, 61, 97

Type of School

9. School type is at present taken from UCAS records, and the definitions follow those used in UCAS publications. All schools or colleges that are not denoted 'independent' are taken as state schools. This means that students from sixth form or further education colleges, for example, are included as being from state schools. This year, a change to the groupings by UCAS has led to an apparent increase in the proportion from state

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schools. There is no evidence that this increase is due to anything other than the coding change.

10. We are investigating ways of supplementing the UCAS information with the information held in HESA on last institution attended (LASTINST field). To be useful, this will have to be linked with the official DfEE definitions.

Social Classes

11. The information on Social Class is now held on the HESA record, but at present the data quality is poor. Much of the information has therefore been obtained from UCAS records. The Social Class definition is based on parental occupations, which are classified using the Standard Occupational Classification. The social classifications used are

- Social Class I — Professional
- Social Class II — Intermediate
- Social Class IIIN — Skilled non-manual
- Social Class IIIM — Skilled manual
- Social Class IV — Semi-skilled
- Social Class V — Unskilled

The performance indicator is the proportion of students from Social Classes IIIM, IV and V, that is, the proportions whose parents are in skilled manual, semi-skilled or unskilled occupations.

Low-participation neighbourhoods

12. This definition uses work carried out into the rates of participation in higher education of young people in different areas of the country. Full details are provided in Annex A2.

13. Areas for which the participation rate is less than two-thirds of the UK average have been defined as **low-participation neighbourhoods**. Students have been allocated to these neighbourhoods on the basis of their postcodes, using the Super Profiles classification.

Entrants/Starters

14. Tables T1 to T4 provide information for **entrants** to an institution. These are defined as students who started a programme of study at that institution during the academic year of interest. This is based on the date of commencement of the student's study (HESA field COMDATE). While most entrants go into the first year of a programme of study, some will start on the second, or later, year of programme, for example, if they transfer from another institution.

15. Entrants who are recorded as leaving before 1 December have not been included in the calculations, unless the record contains important information such as a qualification. Although the rules on returning such students to HESA have been tightened, it has been agreed that students leaving this early in their career should be disregarded for the purposes of the PIs.

16. Table T5 is based on **starters** at an institution. The concept of a starter has been used to be consistent with the method of projecting outcomes. Students at a particular institution are defined as starters if they are full-time degree students who have not been studying at that institution full-time for a degree in either of the two years prior to the academic year of interest. This means that students who were on a diploma course in the previous year at the current institution, and have transferred to a degree course in the current year, will count as starters (unless they had spent the year two years previously on a degree course there). Such students will not necessarily count as entrants. On the other hand, a student who has spent one year at an institution on a degree course, then spends a year out of studies but comes back onto a different degree course, will not be counted as a starter, but may be counted as an entrant.

Qualifications obtained

17. In looking at progression statistics, we have had to look at students obtaining a qualification. We have generally distinguished between students obtaining a degree and those obtaining some other

undergraduate qualification. For the research indicators, we have also looked at the number of students awarded doctorate degrees by research. This information comes from the qualification obtained fields, QUAL1 and QUAL2, using the codes given in table 2. We have also assumed that students with an FDS record have a qualification

Table 2

QUAL1 codes

	1997-98	1998-99
Degree	20, 21, 22, 23, 24	19, 20, 21, 22, 23, 24
Other undergraduate	25, 29, 30, 31, 32, 41, 42, 43, 44	25, 26, 27, 29, 30, 31, 32, 41, 42, 43, 44, 45
Doctorate	2	2

Differences from HESA statistics

18. Though the tables are largely based on data collected by HESA, the statistics differ from those that have been published by HESA in a number of respects. For example, the number of home first degree full-time entrants (table T1a) is shown as 281,446, whereas the HESA Reference volume, 'Students in Higher Education Institutions (1998-99)' reports the number of UK domiciled first degree first year full-time students as 282,304 (table 1b). The differences are as follows:

a. This publication uses HESA records that have been corrected by institutions following HEFCE monitoring exercises, as well as the specific consultation about performance indicators.

b. The HESA data include only those students active on 1 December 1998; these tables also include students who entered after this date.

c. In tables T1 and T2 of this publication entrants to institutions are defined as students whose date of commencement of studies is between 1 August 1998 and 31 July 1999. HESA tables define first year students as those who commenced their studies in the 12 months up to 1 December 1998.

d. The HESA reference date for age is 31 August; for these tables the reference date is 30 September.

e. Where postcode, entry qualification, Social Class or school type data are missing or incomplete, data have been taken from files supplied by UCAS.

f. The 'UK domiciled' students reported by HESA include students domiciled in the Channel Islands and the Isle of Man. These tables exclude such students.

Annex A2

Geodemographic analysis

Technical details

Defining areas

1. Any geodemographic analysis must start by defining the areas to be used. The starting point is generally small administrative areas for which information is readily available. There is a range of classifications which can then be used to combine these small areas into neighbourhood types. The classifier used here is the Super Profiles system.

2. The small areas taken are the Census enumeration districts (EDs) in England and Wales, and the output areas (OAs) in Scotland. The classification is based on data collected in the 1991 Census of Population, supplemented with data from other sources. Areas belonging to the same neighbourhood type will not necessarily be geographically adjacent, for example, one cluster might contain suburban areas of semi-detached housing from Leeds, Manchester, Birmingham and Bristol.

3. Postcodes can be used to identify the ED (or OA) and hence the neighbourhood types. This 'postcode mapping' allows nearly all students to be allocated to one of the neighbourhood types, on the basis of their home postcode.

4. A small proportion of postcodes cannot be mapped to EDs, and a small proportion of EDs have not been classified. In either case the result will be an unknown neighbourhood type.

5. The neighbourhood types were classified as 'low participation' or 'other' by estimating the participation rates in higher education for young entrants. These rates vary from under 5 per cent to over 95 per cent. Neighbourhood types with participation rates less than two-thirds of the national average were defined as 'low participation'.

Population estimates

6. The participation rates as defined above depend on two elements: the population of the area and the number of students from that area. The number of students is taken from the HESA database, with postcodes used to allocate students to areas. The population estimates are an uncorrected projection of the 1991 Census population figures, the last time for which a full count of the population was available. We are working to create more accurate estimates of populations as part of a project to monitor participation across the sector, and these new estimates will be used to check the classification of neighbourhood types as 'low participating'.

Localised effects

7. Most of these neighbourhood types are geographically widespread. However, under certain conditions the location of an institution can have an impact on the low participation neighbourhood indicator, making it appear different from the other widening access indicators.

8. There are three characteristics which have a particular impact on institutions in London:

a. There are some neighbourhood types which are concentrated in London. This is due to special patterns of car ownership, methods of commuting, accommodation types and so on.

b. Institutions in London tend to recruit a high proportion of students from London.

c. The participation rate overall is higher in London than for most other parts of the country.

9. As a result of these three factors institutions in London, in relation to their benchmarks, tend to have a lower proportion of students from low participation neighbourhoods.

10. There are also other local effects which could have an impact on low participation neighbourhood rates. For example, enumeration districts in some rural areas cover a greater area than those elsewhere, and so tend to include a wider range of household types. This could, in principle, lead to pockets of low participating groups being incorporated in high participating neighbourhood types. However, we have found no evidence that such effects have had a significant impact on the statistics for institutions.

11. In general, where an institution has a well defined catchment area, the profile of the population in that catchment area will affect the profile of the students. This applies to all the widening access measures. We are investigating ways of preparing location effect context statistics which will help with the interpretation of widening access indicators.

Annex B

Adjusted sector benchmarks

Technical notes and more detailed information

1. This annex contains the technical details and assumptions made in producing both the adjusted sector benchmarks and the associated standard deviations. It also includes details of the subject and entry qualifications breakdown used to obtain the benchmarks; and tables showing both the numbers of students in each category and the proportion of students in each category with different characteristics.

Adjusted sector benchmarks

2. The adjusted sector benchmarks make allowance for the subject mix of an institution, and the entry qualifications of its students. In addition, for the indicators which cover all age groups the benchmark also takes into account the proportions of young (under 21) and mature students entering the institution.

Technical notes

3. To calculate the adjusted sector benchmark for a particular indicator and institution, the breakdown of the institution's students by subject and entry qualification is required. However, the 'sector population' is not the same in all cases. Each indicator relates to a specific sub-set of the institution's students, for example, young full-time first degree students, or mature part-time undergraduates. The adjusted sector benchmark is based on the equivalent sub-set of the sector population.

4. The sub-set of the population used will only contain students for whom information to calculate the indicator is available. The institution's profile is also based only on those of its students with that information available. So, for example, if the information about school type is available for only 80 per cent of an institution's students, the institutional profile used to obtain the benchmark for that indicator will be based on these 80 per cent.

5. We have used 13 subject groups and 21 entry qualification groups, which together provide 273 categories on which to base the adjusted sector benchmark. (If age is also taken into account, the number of categories will double to 546.) Assume they are numbered from 1 to 273. Let the number of students from the sector in category i be N_i, and in the institution be n_i, so that $N = \sum N_i$ is the total number of students in the sector, and $n = \sum n_i$ is the total number of students at the institution, where summation is over all categories. Let P_i be the proportion of students in the sector from category i who have the characteristic of interest, for example, are from state schools, or have left HE after a year.

6. If the proportion of students with the characteristic at the institution in each subject/entry qualification category was the same as in each category in the sector, then the overall proportion with the characteristic would be

$$\sum \frac{P_i \times n_i}{n}$$

This is what we have called the 'adjusted sector benchmark'.

7. Another way of interpreting this is to say it is the value that the sector average would have if the sector students were split across the subject/entry qualification categories in the same proportions as at the institution.

Standard deviations

8. In general, small differences between an indicator and its benchmark are not important. However, it is not always obvious what constitutes a small difference. A standard deviation measures the amount by which one would expect a statistic to change based solely on random sampling. We have calculated the standard deviations of the differences between the indicators and their benchmarks, using a method developed by Professor David Draper and Mark Gittoes at the University of Bath. (Note that, because these are standard deviations of a statistic, they are often called standard errors.)

9. Assume that there are M categories for the factors used in the benchmarks, and N institutions.

The complete set of $M \times N$ cells will be called the basic grid. The actual indicator at institution j, p_j, is a weighted average of the form

$$p_j = \sum_{k=1}^{M} n_{jk} p_{jk} \Big/ \sum_{k=1}^{M} n_{jk}$$, where p_{jk} is the proportion of students at institution j in category k with the characteristic of interest, and n_{jk} is the number of students at institution j in category k.

10. The proportion of students in the sector in category i, P_i, is

$$P_i = \sum_{j=1}^{N} n_{ji} p_{ji} \Big/ \sum_{j=1}^{N} n_{ji}$$

and the benchmark for institution j, E_j, is

$$E_j = \sum_{i=1}^{M} n_{ji} P_i \Big/ \sum_{i=1}^{M} n_{ji}$$

The difference between the indicator for institution j and its benchmark, $D_j = p_j - E_j$, can then be written as a weighted sum of all $M \times N$ cells in the basic grid:

$$D_j = \sum_{k=}^{N} \sum_{l=} \lambda_{jkl} p_{kl}$$

For further details, see the PIs web-site, http://www.hefce.ac.uk/pi.

11. Assuming that the n_{ji} students at institution j in category i are like a random sample from the population of all such students, the variance of D_j is given by

$$V(D_j) = \sum_{k=1}^{N} \sum_{l=1}^{M} \lambda_{jkl}^2 \, \mathrm{var}(p_{kl})$$

We then have to estimate the variance of p_{kl}.

12. If the basic grid is not too sparse, and the values of p_j are not too close to 0 or 1, a reasonable estimate of the variance is

$$\mathrm{var}(p_{jk}) = p_{jk}(1 - p_{jk})/n_{jk}$$.

However, as M increases the grid can become quite sparse, and it can be shown that a better estimate of the variance will then be found by replacing p_j by $p^*_{jk} = 0.5\,p + 0.5\,p_{jk}$, where p is the percentage with the characteristic of interest in the sector as a whole. (See web-site for further details.) This formula has been used in this year's publication.

13. The square root of the estimated variance, which is the standard deviation of the indicator, can then be used to test whether the difference between the indicator and its benchmark is small or not. A difference that is less than twice the size of the standard deviation can certainly be said to be small, but we have been more conservative. In the tables, we have marked as 'large' those institutions where the difference is both greater than three times the standard deviation and greater than three percentage points. This is to draw attention to areas where the difference is large in both statistical and practical terms.

14. If an institution is marked in this way, it should be taken as an invitation to investigate possible causes for the differences that have been identified, whether they arise from an indicator that is better than the benchmark (marked ⊕), or worse than the benchmark (marked ⊖). Where the difference is not marked, the indicator is either within the range that would be expected given random fluctuations, or is less than three percentage points away from the benchmark.

Projected outcomes

15. The adjusted sector benchmarks for the projected outcomes indicators are obtained by adjusting the transition matrix rather than the actual indicators. The adjusted transition matrix of sector data is produced by weighting each student in the sector to give a distribution over the entry qualifications and subjects the same as for the institution. This weighting represents an approximation, since the same weighting is used for all progression paths. The effect is likely to be small. (Further details are provided in Annex C.)

16. Because the adjustment is made to the transition matrix and not directly to the outcomes,

the standard deviations have been obtained by assuming students have been selected at random from the outcome categories. Again, this is a simplification, but appears to give realistic results. But if the pattern of projected outcomes for an institution is very different from the adjusted sector outcomes, then the standard deviations cannot be relied on, and have been omitted from the table. Further details are available in Annex C.

Simple example

17. In order to demonstrate the above method, this example uses just 4 subjects and 5 entry qualifications. The indicator used in the example is the non-continuation rate, the proportion of entrants in one year that are not in higher education in the next year, but similar methods are used for the other indicators.

18. Suppose there are 100,000 students in the sector, and that they are split across four different subject categories, and with five groups of entry qualifications. The split might look like that given in table B1.

Table B1 **Distribution of students across the sector (fictitious data)**

Entry Quals	Subject A	B	C	D	Total
I	8,000	8,000	1,000	3,000	20,000
II	6,000	8,000	3,000	3,000	20,000
III	3,000	6,000	8,000	3,000	20,000
IV	2,000	6,000	8,000	4,000	20,000
V	1,000	2,000	5,000	12,000	20,000
Total	20,000	30,000	25,000	25,000	100,000

19. The non-continuation rates in the different categories across the sector are shown in table B2. These suggest that, across the sector as a whole, non-continuation rates are relatively high for subject C, and high among students in entry qualification category V. The overall non-continuation rate for the sector is 8%.

Table B2 **Non-continuation rates for sector (fictitious data)**

Entry Quals	Subject A	B	C	D
I	2.5%	5.0%	10.0%	3.3%
II	5.0%	5.6%	10.0%	5.0%
III	5.0%	6.7%	12.5%	6.7%
IV	10.0%	7.5%	15.0%	6.3%
V	15.0%	15.0%	18.0%	6.7%

20. Suppose there are two institutions, each with 2,000 students, but split rather differently among subjects and entry qualification groups. University X covers all subject areas, but has no students with entry qualifications V. University Y has students with all entry qualifications, but does not offer subject area A. The actual split is shown in table B3.

21. Of students at institution X, 150 did not continue after their first year, and of those at institution Y, 250 did not continue. So the percentage not continuing after their first year (the indicator) is 7.5% for institution X, and 12.5% for institution Y. On the face of it, this means institution X is doing better than the sector average of 8% not continuing, while institution Y is doing considerably worse.

22. Now look at the adjusted sector benchmark for each institution. This is calculated by taking the

number of students in an institution who are in each subject/entry qualification category, and working out how many of these would not continue if the sector value in that category were to apply. For entry qualification I and subject A, the sector rate of non-continuation is 2.5%, and so university X, with 300 students in that category, would expect 2.5% of 300 = 7.5 students to leave after their first year. Similarly, for entry qualification V and subject C, where the sector rate is 18%, university Y would expect 18% of its 220 students, 39.6 students, to leave after a year. Table B4 shows the numbers that would be expected to leave for each institution in each category.

Table B3 **Distribution of students at universities X and Y**

University X

Entry Quals	Subject A	B	C	D	Total
I	300	300	100	100	800
II	100	100	0	100	300
III	200	100	50	50	400
IV	0	300	50	150	500
V	0	0	0	0	0
Total	600	800	200	400	2,000

University Y

Entry Quals	Subject A	B	C	D	Total
I	0	50	100	50	200
II	0	40	80	80	200
III	0	200	200	100	500
IV	0	100	200	200	500
V	0	210	220	170	600
Total	0	600	800	600	2,000

23. At institution X, the total number of students who would not be expected to continue beyond their first year would be the sum of all these values, namely

7.5 + 15 + 10 + 3.3 +
5 + 5.6 + 0 + 5 +
10 + 6.7 + 6.3 + 3.3 +
0 + 22.5 + 7.5 + 9.4 = 117

The adjusted sector benchmark would therefore be 117 / 2000 = 5.9%

24. Similarly for institution Y, the numbers who would not continue if the sector values applied would be

2.5 + 10 + 1.7 +
2.3 + 8 + 4 +
13.3 + 25 + 6.7 +
7.5 + 30 + 12.5 +
31.5 + 39.6 + 11.3 = 206

This gives a total of 206 students not continuing, and an adjusted sector benchmark of 206 / 2000 or 10.3%

25. Comparing the institutions' own values to the adjusted sector benchmarks, we find that institution X now performs worse than might be expected. Looking at the profile of its students, its non-continuation rates should be lower than the sector average because its students come mainly from categories with low rates. Institution Y still does worse than expected, but not by as much as it seemed at first; again, many of its students are from categories where the non-continuation rate is high across the sector.

26. In addition, the fact that the two adjusted sector benchmarks are so different means that these two institutions are not really comparable. We should not make a direct comparison between the two for this particular indicator.

Table B4 **Applying sector rates to institutions X and Y – numbers not continuing**

University X					University Y				
Entry Quals	Subject A	B	C	D	Entry Quals	Subject A	B	C	D
I	7.5	15	10	3.3	I	0	2.5	10	1.7
II	5	5.6	0	5	II	0	2.3	8	4
III	10	6.7	6.3	3.3	III	0	13.3	25	6.7
IV	0	22.5	7.5	9.4	IV	0	7.5	30	12.5
V	0	0	0	0	V	0	31.5	39.6	11.3

Subject and entry qualifications breakdown for the sector

27. The adjusted sector benchmarks have been produced by adjusting for subject studied and entry qualifications according to the proportions of students in each group within each institution. Subjects studied have been combined into 13 groups, while entry qualifications have been combined into 21 groups. The actual categories are described below.

28. The assumption behind the adjusted sector calculations is that each category defined here contains students who form a homogeneous group. Further work is being done to see how valid this assumption is, and whether there are other factors that might make a significant contribution to a benchmark.

Subject categories

29. The subject categories have been obtained from the subject of qualification aim, HESA field SBJQA. Table B5 shows the codes used for the subject categories, and the subjects they represent. These differ from the categories normally used by HESA in that several have been merged, for example, Biological Sciences with Physical Sciences, and Mathematics with Computing. Two categories have been merged only if the characteristics of the students in them appear to be broadly similar.

30. Note that any combined studies programme whose subjects lie completely within one category have been included in that category. So, for example, a student on a joint degree programme studying Mathematics and Computing will be included in category E.

31. The third column of the table shows the HESA subject codes that the category includes. The HESA subject codes consist of a letter followed by a number, and if all codes beginning with a particular letter are in the category, only the letter has been given. Any invalid subject codes, or combinations not wholly within one category, have been allocated to the combined studies category.

Table B5 **Subject categories and their equivalent subject codes**

	Subject description	HESA subject codes
A	Medicine, Dentistry, and Veterinary science	A, D1
B	Subjects allied to medicine	B
C	Biological sciences, and Physical sciences	C, F
D	Agriculture and related subjects	D, except D1
E	Mathematical sciences and Computer science	G
F	Engineering and Technology	H, J
G	Architecture, Building, and Planning	K
H	Social studies and Law	L, M
I	Business & administrative studies and Librarianship & information science	N, P
J	Languages and Humanities	Q, R, T, V
K	Creative arts and Design	W
L	Education	X
M	Combined subjects	Y

Entry qualifications

32. The majority of students in the UK still enter higher education with either A-levels or Scottish Highers, and this is recognised in the groupings of entry qualifications used. As with subjects, the groupings have been chosen so that as far as possible the students within each group are relatively homogeneous.

33. Both A-level grades and Scottish Highers grades are converted to a number of points. In deciding on the category to which a student should be allocated, A-levels and Scottish Highers have been treated as equivalent as far as allocated points are concerned, so that a student with 20 A-level points is allocated to the same category as a student with 20 Scottish Higher points. If a student has both Scottish Highers and A-levels, the number of points used is the greater of the two. (Note that UCAS has recently announced a revision of the points scheme for particular levels of school qualifications, and this may lead to a revision of the points used in due course.)

34. Last year, students entering HE with a GNVQ level 3 qualification were given a separate code in the QUALENT2 field. This did not allow for students with both GNVQs and A-levels to be identified. This year there has been a change to the coding system (see Annex A) but we have not changed the entry qualification categories used. The students identified as having GNVQs include only those who do not also have A-levels or Scottish Highers.

35. A few students now enter higher education with a Baccalaureate. It has been decided to allocate these students to the same category as students with A-levels or Scottish Highers having up to four points. This may be reviewed in future.

36. Access and foundation courses have been given a separate category, as have BTEC and related qualifications.

37. Students' entry qualifications have been taken from the HESA database if possible, but if they are not available from HESA then the UCAS database has been used. The HESA fields QUALENT2, ALEVELS, HIGHERS, VOCQUALS, ALEVPTS, and HIGHPTS have been used from HESA to determine the category (or the equivalent fields from UCAS).

38. Table B6 shows the categories used, their descriptions, and the values of the QUALENT2 field used in the definition. In addition, if QUALENT2 has a value 40 (A-levels or Scottish Highers or GNVQ level 3) then the values in the fields ALEVELS, HIGHERS and VOCQUALS have been used to determine whether the student has GNVQ only, or some combination of A-levels or Highers. Only students with QUALENT2 coded 40, ALEVELS and HIGHERS coded blank, 0, 98 or 99, and VOCQUALS coded 1,2,3 or 97 are included in the GNVQ category.

Tables

39. Tables B7 and B8 show the actual numbers of full-time degree entrants to higher education across the sector in each of the defined categories in 1998-99; B7 shows the number of young entrants, and B8 the number of mature entrants. Tables B9 to B14 provide the proportions in each category with various characteristics, again for the whole sector, split into young and mature entrants. Table B9 shows the proportion of young entrants in 1998-99 who come from state schools in each category, and Table B10 shows the proportions from Social Classes IIIM - V. Tables B11 and B12 give the proportions of 1998-99 full-time entrants from low participation neighbourhoods, for young and mature respectively. Tables B13 and B14 show the proportion of 1997-98 entrants in each category who did not continue in higher education after their first year, for young and mature entrants.

Table B6 **Entry qualifications and codes used in their definition**

Abbreviation	Entry qualification	Qualent2 code
A pts NK	A-levels / AS levels / Scottish Highers, number of points unknown	39, 40
A pts 4	A-levels / AS levels / Scottish Highers with 1 to 4 points, or Baccalaureate	39, 40, 47
A pts 8	A-levels / AS levels / Scottish Highers with 5 to 8 points	39, 40
A pts 10	A-levels / AS levels / Scottish Highers with 9 to 10 points	39, 40
A pts 12	A-levels / AS levels / Scottish Highers with 11 to 12 points	39, 40
A pts 14	A-levels / AS levels / Scottish Highers with 13 or 14 points	39, 40
A pts 16	A-levels / AS levels / Scottish Highers with 15 or 16 points	39, 40
A pts 18	A-levels / AS levels / Scottish Highers with 17 or 18 points	39, 40
A pts 20	A-levels / AS levels / Scottish Highers with 19 or 20 points	39, 40
A pts 22	A-levels / AS levels / Scottish Highers with 21 or 22 points	39, 40
A pts 24	A-levels / AS levels / Scottish Highers with 23 or 24 points	39, 40
A pts 26	A-levels / AS levels / Scottish Highers with 25 or 26 points	39, 40
A pts 28	A-levels / AS levels / Scottish Highers with 27 or 28 points	39, 40
A pts 30	A-levels / AS levels / Scottish Highers with 29 or 30 points	39, 40
ACCFND	Foundation or Access course	29, 43, 48
GNVQ3	GNVQ or equivalent, level 3	40
BTEC/ONC	BTEC, ONC, SCOTVEC or equivalent	41
HE	Higher education qualification	1, 2, 3, 4, 5, 10, 11, 12, 13, 14, 15, 16, 21, 22, 23, 24, 25, 26, 27, 28, 30
NONE	No previous qualification	92, 93, 98
OTHERS	Other qualifications not given elsewhere	55, 56, 97
UNKNOWN	Unknown qualification	99

Table B7: Young full time first degree entrants 1998-99

By subject and entry qualification

Entry qualifications	Subject of study													All subjects
	A	B	C	D	E	F	G	H	I	J	K	L	M	
A pts NK	20	147	451	28	325	330	107	394	554	235	709	282	345	3,927
A pts 4	13	200	877	40	583	673	113	681	934	340	426	297	1,005	6,182
A pts 8	11	491	1,818	164	1,312	1,161	446	1,451	2,241	890	1,099	1,019	2,304	14,407
A pts 10	24	381	1,337	139	920	731	294	1,049	1,696	693	765	881	1,478	10,388
A pts 12	4	523	1,803	166	1,028	841	354	1,338	2,130	960	823	1,085	1,650	12,705
A pts 14	4	564	2,128	155	1,042	902	339	1,562	2,144	1,231	884	1,076	1,764	13,795
A pts 16	26	669	2,386	187	1,094	948	385	1,695	2,204	1,483	893	952	1,850	14,772
A pts 18	14	835	2,612	120	1,084	989	321	2,081	2,135	1,842	857	868	1,865	15,623
A pts 20	23	951	2,682	109	1,012	1,032	286	2,229	2,101	2,138	821	689	1,840	15,913
A pts 22	43	1,115	2,667	116	914	945	248	2,258	1,825	2,256	783	503	1,810	15,483
A pts 24	220	1,081	2,545	83	858	918	176	2,171	1,544	2,370	661	367	1,693	14,687
A pts 26	716	846	2,305	53	856	868	132	2,315	1,203	2,427	602	258	1,343	13,924
A pts 28	1,199	594	2,014	31	785	781	117	2,053	763	2,606	419	132	1,190	12,684
A pts 30	3,016	532	2,410	25	1,499	1,243	125	2,298	630	3,372	372	89	1,997	17,608
ACC/FND	0	47	110	3	105	331	36	104	123	47	3,216	22	192	4,336
BTEC/ONC	4	270	431	98	724	905	143	232	525	84	2,416	527	474	6,833
GNVQ3+	2	489	455	60	1,515	692	284	744	3,339	61	986	433	919	9,979
HE	47	323	654	84	676	676	249	493	2,083	203	848	282	642	7,260
NONE	0	52	195	7	205	181	30	205	231	97	77	33	211	1,524
OTHERS	6	90	145	10	281	258	40	165	211	77	126	27	254	1,690
UNKNOWN	9	245	279	12	215	209	144	166	450	125	364	44	235	2,497
All qualifications	5,401	10,445	30,304	1,690	17,033	15,614	4,369	25,684	29,066	23,537	18,147	9,866	25,061	216,217

A	Medicine, dentistry and veterinary science	H	Social studies and law
B	Subjects allied to medicine	I	Business and administrative studies and librarianship and information sciences
C	Biological sciences and physical sciences	J	Languages and humanities
D	Agriculture and related subjects	K	Creative arts and design
E	Mathematical sciences and computer sciences	L	Education
F	Engineering and technology	M	Combined and Invalid subject of qualification aim
G	Architecture, building and planning		

Table B8: Mature full time first degree entrants 1998-99

By subject and entry qualification

Entry qualifications	Subject of study													All subjects
	A	B	C	D	E	F	G	H	I	J	K	L	M	
A pts NK	46	194	189	18	220	169	82	283	295	143	177	76	195	2,087
A pts 4	7	130	236	24	168	156	49	298	251	217	212	185	360	2,293
A pts 8	7	174	242	30	189	141	73	328	303	298	307	263	425	2,780
A pts 10	7	89	134	15	76	65	40	172	157	181	155	112	177	1,380
A pts 12	5	72	134	13	82	63	33	154	145	125	94	124	178	1,222
A pts 14	5	82	124	12	76	51	29	127	135	133	89	113	133	1,109
A pts 16	12	68	114	8	70	49	22	136	97	141	84	63	137	1,001
A pts 18	14	58	108	10	57	47	26	141	93	119	69	60	105	907
A pts 20	17	66	100	7	59	34	22	113	67	131	65	48	78	807
A pts 22	20	64	73	8	45	30	5	98	57	99	42	30	61	632
A pts 24	31	53	79	1	31	24	11	91	52	90	39	26	41	569
A pts 26	36	43	88	2	32	34	5	81	32	82	28	23	43	529
A pts 28	67	34	80	0	24	27	6	66	19	68	15	12	38	456
A pts 30	110	29	214	1	66	113	0	38	16	57	17	5	34	700
ACC/FND	7	1,037	1,288	58	851	537	149	2,358	739	1,315	1,691	999	1,971	13,000
BTEC/ONC	2	228	227	87	467	593	171	289	461	88	914	283	398	4,208
GNVQ3+	1	86	119	10	216	117	53	217	374	32	156	49	190	1,620
HE	452	2,800	920	345	1,293	1,387	793	1,834	3,815	528	1,484	931	1,173	17,755
NONE	0	267	413	42	479	339	149	640	590	332	299	127	572	4,249
OTHERS	3	287	389	43	445	435	132	657	526	318	315	125	684	4,359
UNKNOWN	75	744	237	39	349	358	177	351	646	163	320	86	238	3,783
All qualifications	924	6,605	5,508	773	5,295	4,769	2,027	8,472	8,870	4,660	6,572	3,740	7,231	65,446

A	Medicine, dentistry and veterinary science
B	Subjects allied to medicine
C	Biological sciences and physical sciences
D	Agriculture and related subjects
E	Mathematical sciences and computer sciences
F	Engineering and technology
G	Architecture, building and planning
H	Social studies and Law
I	Business and administrative studies and librarianship and information sciences
J	Languages and humanities
K	Creative arts and design
L	Education
M	Combined and Invalid subject of qualification aim

Table B9: Percentage from state schools or colleges

Young full time first degree entrants 1998-99

Entry qualifications	Subject of study													All subjects
	A	B	C	D	E	F	G	H	I	J	K	L	M	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%
A pts NK	0	0	100	0	86	91	100	90	85	67	100	50	82	92
A pts 4	80	94	90	87	94	90	88	85	93	79	98	96	90	91
A pts 8	60	93	94	84	94	90	84	93	92	93	96	93	93	93
A pts 10	55	91	92	77	91	89	83	92	90	92	96	94	91	91
A pts 12	50	92	92	86	92	88	85	90	88	89	93	92	90	90
A pts 14	75	87	90	81	90	86	82	90	87	88	94	92	89	89
A pts 16	69	88	89	78	91	85	87	89	86	85	93	92	89	88
A pts 18	77	87	89	76	89	84	82	86	85	82	93	92	87	86
A pts 20	52	86	86	75	91	81	82	85	84	80	90	91	82	84
A pts 22	68	86	84	70	89	82	85	82	84	77	88	91	82	83
A pts 24	68	85	81	73	88	80	81	79	84	73	88	90	80	81
A pts 26	66	83	82	74	86	74	71	75	80	71	84	88	78	77
A pts 28	64	81	76	72	84	72	65	73	81	66	87	92	77	73
A pts 30	59	79	73	62	73	66	66	68	78	60	76	91	66	66
ACC/FND	0	100	100	100	94	96	100	88	89	96	100	100	99	99
BTEC/ONC	100	100	100	99	100	99	100	100	99	98	100	99	99	100
GNVQ3+	100	100	99	94	100	100	98	100	99	91	100	99	99	99
HE	36	97	98	97	99	98	99	92	99	78	99	100	96	97
NONE	0	86	88	100	95	95	93	76	96	81	92	94	98	91
OTHERS	0	100	86	100	90	90	100	72	80	65	98	100	87	86
UNKNOWN	0	100	0	0	100	33	100	0	100	0	100	0	100	93
All qualifications	61	87	86	80	90	84	84	83	88	75	95	93	85	85

A	Medicine, dentistry and veterinary science
B	Subjects allied to medicine
C	Biological sciences and physical sciences
D	Agriculture and related subjects
E	Mathematical sciences and computer sciences
F	Engineering and technology
G	Architecture, building and planning
H	Social studies and law
I	Business and administrative studies and librarianship and information sciences
J	Languages and humanities
K	Creative arts and design
L	Education
M	Combined and Invalid subject of qualification aim

Table B10: Percentage from Social Class IIIM, IV, V

Young full time first degree entrants 1998-99

		Subject of study												All subjects
		A	B	C	D	E	F	G	H	I	J	K	L	M	
		%	%	%	%	%	%	%	%	%	%	%	%	%	%
Entry qualifications	A pts NK	33	45	30	100	23	36	14	31	22	21	36	33	28	29
	A pts 4	11	37	36	19	37	35	29	35	35	27	31	39	37	35
	A pts 8	13	35	32	15	37	31	32	38	31	32	33	33	34	33
	A pts 10	17	32	29	21	30	28	24	31	29	32	28	32	31	30
	A pts 12	0	31	29	29	33	28	28	32	28	28	25	32	31	30
	A pts 14	0	29	30	20	30	27	23	30	27	27	23	29	28	28
	A pts 16	24	29	27	17	31	26	25	30	25	26	22	29	28	27
	A pts 18	15	28	25	11	27	24	23	25	23	21	24	32	25	25
	A pts 20	9	25	23	19	24	26	27	23	21	20	18	28	22	23
	A pts 22	18	27	22	15	26	23	21	21	24	18	15	26	21	22
	A pts 24	19	22	19	19	25	19	23	19	23	17	16	26	19	20
	A pts 26	13	21	20	12	19	18	14	16	20	15	16	23	18	18
	A pts 28	13	20	16	15	19	18	16	16	21	12	18	27	14	16
	A pts 30	11	17	15	18	16	15	17	11	17	10	11	20	11	13
	ACC/FND	0	22	43	33	39	32	44	34	28	29	26	57	37	28
	BTEC/ONC	67	35	44	26	48	41	38	45	35	53	36	36	38	39
	GNVQ3+	0	46	45	27	46	43	40	45	42	37	37	39	42	42
	HE	0	34	41	16	46	39	41	32	35	23	34	40	39	36
	NONE	0	29	26	33	32	39	40	25	24	18	31	20	34	29
	OTHERS	0	25	34	67	36	33	25	24	25	21	22	42	39	31
	UNKNOWN	0	67	31	0	29	36	13	0	37	0	27	0	36	29
	All qualifications	12	27	25	19	30	27	27	24	28	19	26	31	26	25

A	Medicine, dentistry and veterinary science
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G	Architecture, building and planning
H	Social studies and law
I	Business and administrative studies and librarianship and information sciences
J	Languages and humanities
K	Creative arts and design
L	Education
M	Combined and Invalid subject of qualification aim

Table B11: Percentage from low participation neighbourhoods

Young full time first degree entrants 1998-99

Entry qualifications	Subject of study													All subjects
	A	B	C	D	E	F	G	H	I	J	K	L	M	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%
A pts NK	5	16	12	4	16	15	17	16	14	15	12	9	14	14
A pts 4	18	15	17	8	16	16	10	20	16	17	15	19	18	17
A pts 8	9	13	17	9	15	15	13	17	16	16	17	15	17	16
A pts 10	8	16	15	4	12	14	12	16	15	16	14	17	16	15
A pts 12	25	13	15	8	14	14	11	14	14	15	15	17	15	15
A pts 14	25	12	14	5	15	11	10	12	14	14	13	16	13	13
A pts 16	4	11	14	6	14	11	12	14	13	12	12	13	13	13
A pts 18	21	13	13	5	13	10	8	12	11	12	11	13	14	12
A pts 20	0	10	11	4	12	9	12	10	11	10	10	14	12	11
A pts 22	15	12	11	8	13	10	12	10	10	10	8	14	11	11
A pts 24	7	11	11	5	9	8	9	9	10	8	8	8	10	9
A pts 26	8	9	10	2	11	8	7	8	9	8	9	9	8	9
A pts 28	7	9	9	13	12	6	5	7	11	7	7	13	9	8
A pts 30	5	8	8	4	8	7	5	6	9	6	5	17	5	7
ACC FND	0	30	24	0	24	13	23	26	18	15	11	48	17	13
BTEC ONC	25	25	16	11	19	16	17	18	18	17	18	20	17	18
GNVQ3+	0	15	20	7	16	15	15	19	17	15	18	20	15	17
HE	2	16	22	9	18	14	17	19	18	13	17	21	20	18
NONE	0	12	17	0	11	14	14	13	17	10	19	28	21	15
OTHERS	0	15	18	0	9	16	17	11	12	13	21	17	18	14
UNKNOWN	14	27	18	25	15	19	14	15	13	19	15	11	18	17
All qualifications	7	12	13	7	13	12	12	12	14	10	13	15	13	12

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A	Medicine, dentistry and veterinary science
B	Subjects allied to medicine
C	Biological sciences and physical sciences
D	Agriculture and related subjects
E	Mathematical sciences and computer sciences
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G	Architecture, building and planning
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Table B12: Percentage from low participation neighbourhoods

Mature full time first degree entrants 1998-99

		Subject of study													All subjects
		A	B	C	D	E	F	G	H	I	J	K	L	M	
		%	%	%	%	%	%	%	%	%	%	%	%	%	%
Entry qualifications	A pts NK	4	10	13	28	11	17	7	18	18	15	12	13	18	14
	A pts 4	14	17	21	13	14	18	11	22	18	18	20	18	18	18
	A pts 8	0	21	20	17	17	14	16	19	19	14	22	20	17	18
	A pts 10	14	18	20	7	21	14	13	18	19	16	16	13	12	17
	A pts 12	20	16	15	23	9	25	15	15	14	18	11	27	14	16
	A pts 14	0	14	15	8	11	14	7	19	18	18	9	14	18	15
	A pts 16	8	13	15	0	3	17	14	17	12	15	8	27	19	15
	A pts 18	7	14	17	20	14	9	0	22	17	17	9	21	13	15
	A pts 20	18	12	18	0	13	17	18	20	18	13	8	17	21	16
	A pts 22	0	10	14	0	20	3	0	12	2	9	15	23	15	11
	A pts 24	7	21	14	100	6	4	9	15	20	12	3	27	7	13
	A pts 26	9	5	13	0	19	6	0	11	6	10	11	35	10	11
	A pts 28	10	9	5	0	17	13	0	18	11	8	0	8	19	11
	A pts 30	9	14	5	0	2	7	0	8	0	7	12	0	12	7
	ACC/FND	14	24	25	11	23	24	25	27	21	21	14	24	24	23
	BTEC/ONC	0	17	17	13	24	18	19	24	21	18	18	14	20	19
	GNVQ3+	100	18	20	20	19	28	17	28	20	22	30	23	22	23
	HE	7	15	21	12	20	21	21	23	20	18	17	23	23	19
	NONE	0	16	19	15	22	17	20	24	19	18	15	18	21	20
	OTHERS	0	22	16	13	21	24	17	19	17	12	13	17	19	18
	UNKNOWN	6	25	25	6	19	21	16	24	18	14	18	28	16	20
	All qualifications	7	18	20	12	19	20	18	23	19	17	16	21	21	19

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L Education
M Combined and Invalid subject of qualification aim

Table B13: Non continuation following year of entry

Young full time first degree entrants 1997-98

Entry qualifications	Subject of study													All subjects
	A	B	C	D	E	F	G	H	I	J	K	L	M	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%
A pts NK	1	9	13	7	17	21	15	18	14	16	9	8	16	14
A pts 4	0	12	16	10	14	18	11	13	12	14	12	11	14	14
A pts 8	0	9	12	10	11	16	13	12	13	15	13	8	12	12
A pts 10	0	7	10	5	14	12	9	10	12	12	11	8	11	11
A pts 12	0	6	9	4	10	12	9	10	10	10	10	8	9	9
A pts 14	0	6	7	8	9	10	8	7	8	9	9	7	9	8
A pts 16	0	6	7	7	10	11	6	7	7	8	7	7	7	7
A pts 18	7	4	6	5	8	7	5	5	6	7	6	6	7	6
A pts 20	4	4	4	3	8	7	6	6	5	6	5	5	4	5
A pts 22	6	3	3	4	6	6	3	5	4	4	3	5	5	4
A pts 24	4	3	3	1	6	4	3	4	3	3	4	4	3	3
A pts 26	4	3	3	0	4	4	3	3	3	3	4	2	3	3
A pts 28	2	2	3	4	2	3	6	2	4	3	3	4	3	3
A pts 30	1	3	2	0	1	2	4	1	2	2	1	3	1	2
ACC/FND	0	14	17	17	8	10	18	12	18	11	7	4	24	9
BTEC/ONC	0	13	15	13	13	16	15	15	15	22	12	11	16	14
GNVQ3+	0	12	16	15	13	17	8	13	13	21	13	12	15	13
HE	8	9	12	13	17	17	14	14	11	8	11	8	14	12
NONE	0	10	12	0	16	25	26	13	17	14	21	4	23	17
OTHERS	0	11	15	29	26	23	19	21	19	26	22	10	27	22
UNKNOWN	20	15	13	7	14	20	11	17	19	14	10	13	16	15
All qualifications	2	6	7	7	9	11	9	7	9	6	9	7	8	8

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L Education
M Combined and Invalid subject of qualification aim

Table B14: Non continuation following year of entry

Mature full time first degree entrants 1997-98

		Subject of study													All subjects
		A	B	C	D	E	F	G	H	I	J	K	L	M	
		%	%	%	%	%	%	%	%	%	%	%	%	%	%
Entry qualifications	A pts NK	0	15	16	4	23	19	13	15	17	19	14	9	23	16
	A pts 4	0	11	11	13	15	19	18	12	12	14	11	6	13	12
	A pts 8	0	13	16	3	12	19	11	12	13	12	12	4	14	12
	A pts 10	0	8	11	6	14	9	24	7	13	14	8	9	13	11
	A pts 12	0	6	14	7	16	22	14	13	15	12	9	6	14	13
	A pts 14	0	8	8	17	16	17	18	12	16	17	7	9	12	12
	A pts 16	0	5	12	9	20	14	18	12	12	12	16	8	16	13
	A pts 18	0	9	12	0	8	15	25	16	11	10	9	5	15	12
	A pts 20	5	4	11	0	19	21	20	13	15	9	10	8	13	12
	A pts 22	3	9	9	0	26	16	0	17	10	5	2	0	11	10
	A pts 24	0	2	10	0	20	17	14	10	13	11	9	21	11	10
	A pts 26	0	5	10	100	28	5	50	9	11	12	12	15	3	9
	A pts 28	4	8	6	0	25	3	0	7	0	9	5	22	7	7
	A pts 30	2	3	3	0	2	4	50	5	17	12	20	0	3	4
	ACC/FND	6	14	16	19	18	20	15	16	19	15	10	11	16	15
	BTEC/ONC	33	13	18	16	19	17	12	17	18	9	14	10	19	16
	GNVQ3+	0	23	14	11	21	27	19	16	17	14	14	15	21	18
	HE	2	13	14	14	19	18	16	18	15	13	11	12	17	15
	NONE	0	25	21	20	24	27	20	20	25	19	17	13	26	23
	OTHERS	0	14	24	18	23	26	23	20	17	18	16	14	21	20
	UNKNOWN	4	12	15	7	18	21	11	23	24	14	13	13	22	17
	All qualifications	2	13	15	13	19	20	16	16	17	14	12	10	18	15

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Annex C

Projected outcomes and efficiencies

Technical notes and more detailed information

1. The projected outcomes and learning efficiencies were produced using a census cohort approach. The method involves identifying a group of starting students known as a cohort, consisting of all students who started at the institution on a full-time first degree course of study. Their future progression outcomes, whether they qualify, transfer to another institution, or discontinue, are then projected based on current progression patterns at their institution.

2. This annex provides details of the method used, and shows the complete transition matrix for the sector, of the type used to produce table T5. For each institution, a similar matrix was calculated.

Simple example

3. To illustrate the method, assume an institution runs only three-year degree courses, and two-year diploma courses. Students who come in to a degree course may change to the diploma course, but not vice versa; and students may transfer to another institution or leave higher education completely. It is assumed that transfers or those leaving HE do not resume at the same institution later.

4. Assume the following pattern of movement of students between consecutive academic years (for the actual indicators this year, this is between 1997-98 and 1998-99):

Of year 1 degree students, 5% repeat year 1, 70% move on to year 2, 5% stay in year 1 but on the diploma, 5% move to year 2 diploma, 5% transfer to other institutions, and 10% leave.

Of year 2 degree students, 5% qualify with a diploma, 5% stay in year 2, 75% move to year 3, 5% move to year 2 of the diploma, 5% transfer, and 5% leave.

Of year 3 degree students, 80% obtain a degree, 5% obtain a diploma, 5% repeat year 3, and 10% leave with no qualification.

Of those who move to year 1 of the diploma, 50% go on to year 2 of the diploma, 30% transfer, and 20% leave.

Of those going to the second year of the diploma, 90% obtain a diploma and 10% leave.

This can be expressed in the following 'transition matrix'.

Table C1 **Transition matrix**

To: / From:	Qualify degree	Qualify diploma	Year 1 degree	Year 2 degree	Year 3 degree	Year 1 diploma	Year 2 diploma	Transfer	Leave
Qualify deg	100%	0	0	0	0	0	0	0	0
Qualify dip	0	100%	0	0	0	0	0	0	0
Year 1 deg	0	0	5%	70%	0	5%	5%	5%	10%
Year 2 deg	0	5%	0	5%	75%	0	5%	5%	5%
Year 3 deg	80%	5%	0	0	5%	0	0	0	10%
Year 1 dip	0	0	0	0	0	0	50%	30%	20%
Year 2 dip	0	90%	0	0	0	0	0	0	10%
Transfer	0	0	0	0	0	0	0	100%	0
Leave	0	0	0	0	0	0	0	0	100%

5. Now apply these movements to a set of 1,000 starting degree students, 800 of whom start in the first year and 200 in the second year. (Note that all **start** on a degree course.)

6. The pattern of progression of the 800 students starting in the first year is shown in table C2. In the first year in the institution, all 800 are in year 1 of the degree programme. In the second year, there will be 40 in year 1 (5% of 800), 560 in year 2 (70%), 40 in each of years 1 and 2 of the diploma, 40 will transfer to another HEI, and 80 will leave higher education completely. To see where these students will be in the next year, we need to apply the progression rates for year 1 degree students to the 40 in that state, the rates for year 2 degree students to the 560 in that state, and the diploma rates to the students there. This will lead to the values given in the year 3 row; note that the 64 qualifying with a diploma are made up of 90% of the 40 who are on year 2 of the diploma plus 5% of those who are on the second year of the degree. This procedure is repeated until there are no changes to the numbers qualifying or transferring from one year to the next. In this case that takes seven years, by which time 392 will have obtained a degree, 140 a diploma, 86 will have transferred, and 182 will have left with no qualification.

7. Similarly, the 200 starting in the second year of the degree programme will progress as shown in table C3. The method assumes that students starting in the second year will have the same progression pattern as the students who started in the first year then moved into the second year. This group will all reach a final state within five years, when 133 will have obtained a degree, 28 a diploma, 11 will have transferred to another institution, and 28 will have left with no qualification.

Table C2 **Progression of first-year starters**

Year at HEI	Qualify degree	Qualify diploma	Year 1 degree	Year 2 degree	Year 3 degree	Year 1 diploma	Year 2 diploma	Transfer	Leave
Year 1	0	0	800	0	0	0	0	0	0
Year 2	0	0	40	560	0	40	40	40	80
Year 3	0	64	2	56	420	2	50	82	124
Year 4	336	133	0	4	63	0	4	86	174
Year 5	386	140	0	0	6	0	0	86	181
Year 6	391	140	0	0	1	0	0	86	182
Year 7	392	140	0	0	0	0	0	86	182
Total time taken			842	620	490	42	94		

Table C3 **Progression of second-year starters**

Year at HEI	Qualify degree	Qualify diploma	Year 1 degree	Year 2 degree	Year 3 degree	Year 1 diploma	Year 2 diploma	Transfer	Leave
Year 1	0	0	0	200	0	0	0	0	0
Year 2	0	10	0	10	150	0	10	10	10
Year 3	120	27	0	1	15	0	1	11	27
Year 4	132	28	0	0	1	0	0	11	28
Year 5	133	28	0	0	0	0	0	11	28
Total time taken			0	211	166	0	11		

8. Therefore of the 1,000 students there will be 525 with degrees, 168 with diplomas, 97 will have transferred to another institution, and 210 will have left with no qualification. These projected outcomes can be expressed as:

Outcome	Percentage
Degree	52
Diploma	17
Transfer	10
Neither award nor transfer	21

9. In order to calculate the efficiency, we need to look at how long each student spends in the university. We assume that all changes (move to the next year, transfer, or leave) take place at the end of an academic year. This means that each entry in the columns labelled Year 1, 2 or 3, degree or diploma, in tables C2 and C3, imply that number of 'student-years' has been used. The totals then tell us how many student-years have been spent by this cohort on each year of programme, so we can obtain the total student years spent at the institution. That gives us a total of 2,476 student-years.

10. If the system was totally efficient, then all the students obtaining degrees would have taken 3 years, and those obtaining diplomas 2 years. Let us assume in addition that students who transfer elsewhere spend an average of 1.5 productive years at the institution if they enter in the first year (in practice, this average would be obtained from the pattern of transfers). Under this efficient system, the first-year entrants would take

$$392 \times 3 + 140 \times 2 + 86 \times 1.5 = 1,585 \text{ years,}$$

while the second-year entrants would take

$$133 \times 2 + 28 \times 1 + 11 \times 0.5 = 299.5 \text{ years.}$$

The total time taken in an efficient system would therefore be 1,884.5 years. The efficiency of this institution can then be calculated as :

$$1,884.5 / 2,476 = 76\%$$

11. The average time spent in the institution, either actual or efficient, per student who goes out with some success can be found by dividing the total times by the number of successful students. The number of successful students in this example is the number who obtain a degree or a diploma, or who transfer: $525 + 168 + 97 = 790$. So the average time actually taken is $2,476 / 790 = 3.1$ years, and efficient time is $1,884.5 / 790 = 2.4$ years.

Technical details

General information

12. The progression behaviour of all the students at an institution can be summarised in a transition matrix. The rows of this matrix are possible starting states, the columns possible end states. The values in the cells of each row are the proportion of students from that starting state who make the transition to the end state. One starting state (row) might be 'full-time first degree year of programme 1', a possible end state (column) could be 'part-time first degree at the same institution'; the value at their intersection would be the proportion of students who are on year of programme 1 of a full-time first degree who then move to a part-time first degree. By defining states such as recently absent students and those moving to other modes or levels of study, we can allow for students returning to study or being awarded a degree from part-time study, for example.

13. It is assumed that the probability of moving from one state to another is the same, regardless of how the state has been reached. So, for example, this means that a student who has gone from first year to second year to third year, and is now in the third year of a degree has the same probability of qualifying at the end of the year as a student who transferred in to the second year of the course from another institution, or one who repeated a previous year. It also means that we allow the possibility of a student repeating a year more than once (which in practice is usually not acceptable). Although the assumption is not completely accurate, any errors it introduces are generally small. The effect of the errors will usually be to slightly under-estimate the

proportion of students leaving with no qualification, and over-estimate the time a student will spend in the system.

14. Some small institutions, and institutions which have made major changes either to the format of their degree programmes or to the way they record that format, may find that the projections lead to some students reaching an 'unknown' state. This can occur if there were no students in a particular state during 1997-98, but there was movement into that state in 1998-99. For example, if an institution had no five year long programmes of study, but introduced such programmes so that the first year of programme 5 was to be in 1998-99, we would have a record of students moving into year of programme 5, but no record of students moving out of it. This would lead to a number of unknown outcomes.

Efficiency

15. The efficiency measure is defined as the ratio of total efficient time for all starting students to the actual time taken by these students. The efficient time is the time that they would be expected to take to obtain a qualification if they did not repeat years, change course, and so on. To produce the measure of efficiency, we need to know from which year of programme the student has qualified, or between which programme years they are transferring. A student obtaining a degree from year of programme 4, for example, is assumed to be on a degree course that should take 4 years, and is allowed 4 notional years as his or her 'efficient time'. Similarly, a student who transfers from year of programme 1 at one institution to year of programme 2 at another institution is allowed one notional year for efficient time for the first institution; but a student transferring from year 1 at the first institution to year 1 at another institution gets no notional years. Students who leave higher education with no qualifications have an efficient time of zero.

Projected outcomes

16. To ensure that the data used in the calculations are robust, it is important to define the stage that a student has reached by reference to four years of data. These are: the 'reference year', which is the year to which all calculations relate; the two years prior to the reference year; and the year following the reference year. For this publication, the reference year is 1997-98.

17. At present, the method used is restricted to students who are residents of the United Kingdom, excluding the Channel Islands and the Isle of Man, who are studying full-time for a first degree. In what follows, the term 'student' is taken to refer to someone with all these characteristics, unless it is further qualified.

18. There are three relevant states in which a student can be in any one year. These are:

- State **A**: Active at the institution as a full-time student with first degree qualification aim
- State **a**: Active at the institution as an undergraduate student not in state **A** (could be full-time sub-degree, part-time degree and so on)
- State **D**: Not active at the institution as an undergraduate student (could be at another institution)

19. The starting population consists of students who are currently studying full-time for a first degree (in other words, are in state **A**) and were not in this state in either of the previous two years (in other words, were in one of the states **a** or **D** in the two years preceding the reference year). Note that no use is made of the date of commencement of studies in defining the starting population. The term 'entrants' is reserved for students reported as commencing studies in a given year, and 'starters' for members of the starting population as defined here.

20. As well as the starting population, we need to define a 'transition population', which will be used to determine the pattern of progression at the institution. This transition population is defined as all students who are in state **A** at the institution in the reference year, plus all those students who were in state **A** in the previous year and are in state **a** or state **D** in the reference year but have not obtained

a degree. This is essentially all students who are currently, or were in the previous year, full-time first degree students. Students who are on a sub-degree programme are only included if they have previously transferred from a degree programme.

21. For each student in the transition population, we need to know what year of programme they are on in the reference year, or what year of programme they were on previously if they are currently in state **D**. For the year following the reference year, we need to know

- if they have qualified with a degree or a sub-degree
- which year of programme they are on if they are still at the institution, and whether they are still studying full-time for a first degree
- if they have transferred to a sub-degree or part-time programme
- if they have transferred to another institution.

22. A student is assumed to have discontinued with 'no award or transfer' if there is no record of the student as a full-time first degree student in the reference year, and no record as an undergraduate student in the next year. A student who is in state **A** in the reference year, but for whom no record can be found the following year, is initially deemed to become 'inactive', with the possibility of returning to the institution in the following year. It is only if students cannot be traced for a second year that they are categorised as 'neither award nor transfer'.

23. A student who is awarded a sub-degree qualification from state **A** is also initially placed in the inactive state. This allows for students who may return after a year to complete their degree programme. Students in state **a** in the reference year are categorised as failing to get an award if they cannot be traced in the following year.

24. To calculate the transition matrix, the states each student is in, both in the reference year and in the following year, need to be specified more fully. The specification includes mode of study, year of programme, and whether or not the student has obtained a qualification. The values in the matrix are then found as:

$$t_{ij} = n_{ij}/n_i$$

where n_{ij} is the number of students at the institution in state i in the reference year and state j in the following year, and n_i is the number of students at the institution in state i in the reference year.

25. A simplified form of the transition matrix for the sector is shown in table C7, with an explanation of the states used given in table C5. The actual computations have used a more detailed matrix than that shown here.

26. The matrix used in calculating the adjusted sector benchmarks is produced in a similar way, using all the students in the sector. However, each student is given a weight which reflects the relative importance of his or her subject of study and entry qualifications at the institution, and it is the sums of these weights, rather than the actual number of students, that are used to calculate the values in the matrix. The weights are defined as:

$$\frac{n_j/n}{N_j/N}$$

where n_j is the number of students in category j at the institution, N_j is the number of students in category j in the sector, and n and N are the total number of students in the population in the institution and the sector respectively.

27. Several of the states are what are known as 'sink states'. Such states are characterised by the fact that once a student enters such a state, that is the end of their progress through the system as far as the institution is concerned. Four of the 15 states shown are sink states, namely 'qualifying with a degree', 'qualifying with a sub-degree without subsequent degree-level study', 'transfer', and 'absent'. Students cannot return to the institution, as a continuous part of their progress, from any of these states.

28. The data are then used to create a transition matrix **T** from the students in the transition

population. Each row represents a state in the reference year, with each column representing a state in the following year. Each row of the matrix contains details of the percentage of students who were in the row state in the reference year, who are in the column state in the following year. Rows representing sink states contain only one non-zero value, on the diagonal, as all students in such a state will remain there.

29. The starters are described by the vector **n** which gives the number of starters in each of the states. All starters will be on a first degree programme, and most will be in year of programme 1, but at some institutions there may be considerable numbers of starters in later years.

30. Each state has an associated FTE, described by **f**, giving the amount of study time incurred by being in that state for a year. The value of FTE is either 0 or 1, with 1 taken for all full-time years of study, and 0 for all part-time study, as well as for inactive and unknown states.

31. The progression of the starters can be computed by applying the transition matrix to the vector of starters. After t years the cohort will be in state $\mathbf{n}.\mathbf{T}^{t-1}$. A total of $\left(\mathbf{n}.\mathbf{T}^{t-1}\right).\mathbf{f}^{T}$ study time will have been used in year t, and the 'actual' time used is given by the sum of these values for a large t. The value of t is considered 'large' when the values in $\mathbf{n}.\mathbf{T}^{t-1}$ of the numbers of students qualifying or transferring no longer change as t increases. At that stage, the value of $\left(\mathbf{n}.\mathbf{T}^{t-1}\right).\mathbf{f}^{T}$ is also effectively zero.

32. There are some circumstances – for example, when an institution is starting a new course, or changing the pattern of an existing course – when there are values in the state vector $\mathbf{q} = \mathbf{n}.\mathbf{T}^{t-1}$ for large t which are not in sink states. In such cases the outcome is recorded as unknown, and the projected outcomes should be treated with caution.

Efficiency

33. The efficiency of an institution has been defined in terms of how long students should take before reaching a valid end point compared to how long they actually do take. We have defined a number of outcomes as 'valid ends' for this purpose, namely qualifying with either a degree or a sub-degree, and transferring to another HEI.

34. Each state has a start and end value, described by vectors **s** and **e**. These are used to calculate the efficient time taken. Any state which is not a 'valid end' has an end value of 0. Any state which is a valid end has an end value which reflects the time that should be used in reaching it, its efficient time. The start value is only relevant to the year of degree programme states, which each have a start value one less than their year of programme value.

35. The efficient time is obtained by looking at the year of programme in which the end is reached. In general, each (non-repeated) year of study leads to one year for efficient time. So a student qualifying with a degree at the end of year of programme k is allotted k years for efficient time. A student obtaining a sub-degree qualification, from any year of programme after the first, is allotted 2 years for efficient time; a student obtaining a degree qualification from part-time study is allotted 3 years efficient time. A student transferring from year of programme x at the institution to year of programme (x+1) at another is allotted x years, while a student transferring from year of programme x to the same year of programme at another HEI is allotted (x-1) years of efficient time. A student who is found on postgraduate study at the same institution but without a qualification is assumed to have obtained a degree, giving 3 years for efficient time. A student who is found on postgraduate study elsewhere or in the FDS, but has not been given a qualification, is assumed to have obtained a sub-degree qualification, giving 2 years for efficient time.

36. The computations, using the above notation, are fairly straightforward. The actual time taken by a cohort of students at an institution is the sum of all the values $\left(\mathbf{n}.\mathbf{T}^{t-1}\right).\mathbf{f}$ with summation over all values of t.

37. The efficient time taken by the cohort is given by:

$$\mathbf{q}.\mathbf{e}^{\mathrm{T}} - \left(\mathbf{q}.\mathbf{c}^{\mathrm{T}}\right)/\left(\sum \mathbf{n}\right).\left(\mathbf{n}.\mathbf{s}^{\mathrm{T}}\right)$$

where $c_i = 1$ if $e_i > 0$

$c_i = 0$ otherwise

Summation is over all values in the vector. The first term would be the efficient time if all starters were on year of programme 1; the second term is an adjustment to allow for starters on other years of programme.

38. Until the 1998-99 HESA return, there was no way of recording foundation year students. There have been differences in the way foundation year students have been returned by different institutions, and this can have a slight effect on the values taken for efficient time. This year we have therefore made an adjustment to the efficiency calculations to take this into account. For data from 1998-99, we shall be able to obtain information from the HESA record about foundation students.

39. The adjustment is needed because students on a foundation year were returned by many institutions as being on year of programme 1, followed by years of programme 1, 2, and so on when they move onto the degree. They will therefore be recorded as qualifying from a year of programme k, giving k years of efficient time, when they should actually be allotted k+1 years for efficient time.

40. Where this has occurred, we have simply increased the efficient time for the institution by the number of foundation year students returned in this way. This errs on the generous side.

Standard deviations

Projected outcomes

41. The method of obtaining the adjusted sector outcomes is explained in paragraph 26. The following table shows the notation used to denote the proportions of students in each outcome category for both actual and adjusted outcomes.

Outcome category	Projected proportion	Adjusted sector proportion
Qualify with a degree	p_1	π_1
Qualify with a sub-degree	p_2	π_2
Transfer to another institution	p_3	π_3
Neither transfer nor obtain any qualification	p_4	π_4
Unknown	p_5	π_5

42. We have only calculated the standard deviation for the 'neither transfer nor obtain any qualification' outcome category. If there are n starters at an institution, and the benchmark for this outcome category is $(100 \times \pi_4)$ %, then the standard deviation of the proportion in category d has been calculated as

$$\sqrt{\frac{\pi_4 \times (1 - \pi_4)}{n}}$$

which assumes that the n starters have been chosen randomly from a large population in which π_4 of the population is in category d, and $(1-\pi_4)$ is in one of the other categories. This assumption is reasonably good unless the pattern of outcomes of the benchmarks is quite different to the pattern of the actual values. In such cases, we have omitted the standard deviation altogether.

Standard deviation of efficiency

43. In defining efficiency, the length of time a student took in the system was compared to the efficient time for their outcome, that is, the time they would be expected to take to reach their particular outcome with no hitches on the way. Table C4 gives a few examples of actual and efficient times, and possible routes to these values. It is not a comprehensive list; it is provided to show the types of assumption we have made.

44. In producing the projected outcomes for the adjusted sector benchmarks, using the adjusted transition matrix, the number of students who actually took y years to reach an outcome when the efficient time was x years can be obtained. This is shown as n_{xy} in table C4. The total number of students in the cohort (the starters) is

$$n = \sum_{\text{all x and y}} n_{xy}$$

45. The average efficient time ($\bar{x}$) and the average actual time ($\bar{y}$) can be obtained as

$$\bar{x} = \sum_{\text{all x and y}} x\, n_{xy} \Big/ n$$

and $$\bar{y} = \sum_{\text{all x and y}} y\, n_{xy} \Big/ n$$

The efficiency is then defined as $100 \times \bar{x}/\bar{y}$ %.

46. The standard deviations of both times (s_x and s_y), and their covariance (s_{xy}), are given by

$$s_x = \sqrt{\frac{\left(\sum_{\text{all x and y}} x^2 n_{xy}\right) - n\bar{x}^2}{(n-1)}}$$

$$s_y = \sqrt{\frac{\left(\sum_{\text{all x and y}} y^2 n_{xy}\right) - n\bar{y}^2}{(n-1)}}$$

and $$s_{xy} = \frac{1}{(n-1)}\left(\sum_{\text{all x and y}} x\, y\, n_{xy} - n\bar{x}\,\bar{y}\right)$$

47. The usual formula for the standard deviation of a ratio can then be applied to give the standard deviation of the efficiency as

$$\text{s.d. (eff)} = \sqrt{\frac{1}{n\bar{x}^2}\left(s_y^2 + \left(\frac{\bar{y}}{\bar{x}}\right)^2 s_x^2 - 2\left(\frac{\bar{y}}{\bar{x}}\right) s_{xy}\right)}$$

Pattern of outcomes

48. If the pattern of actual values is very different to the pattern of adjusted sector values, the standard deviation of the proportion projected to neither qualify nor transfer and the efficiency have been omitted. To determine when the pattern of outcomes is different from the benchmark patterns, the following algorithm has been used.

49. For the actual outcomes, express each of the outcomes (a), (b), (c), (e) as a proportion of the sum of these outcomes, in other words, omitting the 'neither transfer nor quality' outcome. Denote these by p'_a, p'_b, p'_c, p'_e, so that $p'_i = p_i / (p_a + p_b + p_c + p_e)$ and i is one of a, b, c, e.

50. Similarly, express each adjusted sector outcome (a), (b), (c), (e) as a proportion of the sum of these outcomes. Denote these by π'_a, π'_b, π'_c, π'_e, where $\pi'_i = \pi_i / (\pi_a + \pi_b + \pi_c + \pi_e)$.

51. If the sum of the absolute differences between these values is large, then it suggests that the pattern of outcomes is different between the actual and the benchmark values. We have therefore used this value, namely

$$|p'_a - \pi'_a| + |p'_b - \pi'_b| + |p'_c - \pi'_c| + |p'_e - \pi'_e|$$

to decide whether or not the difference is large. For the majority of institutions, this value is less than 0.1. There are 24 institutions for which the value is over 0.11, and these institutions' standard deviations and efficiencies have been omitted.

Transition matrix and starters

52. Table C5 shows the sector profile of starters on first degree courses by year of entry to the course. The majority of students (93 per cent) start on the first year, but a few start in year 2 or later.

53. Table C7 shows the transition matrix for the sector. As can be seen, most students in a particular state either move to the next year of programme, or qualify. For example, of students who were in year of programme 1 in 1997-98, 78% moved on to year of programme 2 in 1998-99, and of those on year of programme 2, 84% moved on to year of programme 3.

54. Also worth noting is the fact that 75 per cent of students who leave an institution in any year do not return to HE at the end of the following year. Five per cent obtain some sort of qualification, 7 per cent transfer to another institution, and the

remaining 12 per cent return to their original institution.

55. Between 35 and 40 per cent of students who move to a part-time course of study return to full-time study after a year. In addition, a further 20 per cent achieve a qualification, at either degree or sub-degree level.

56. The transition matrices are only looking at patterns of movement for a particular institution. A student who transfers elsewhere is counted as being at the end of their course, as far as that institution is concerned. However, many of these transferring students will go on to obtain a qualification at their new institution. This is taken into account in the sector projections given in paragraph 88 of the main document.

Table C4 **Efficiency examples**

Example	Efficient time (x)	Actual time (y)	Number of students	Comment
Student starts in first year, leaves after 1 December, and does not continue anywhere else.	0	1	n_{01}	
Student completes the first year at institution A, then transfers to the second year of a course at another institution.	1	1	n_{11}	Note that this is the time assigned to institution A
Student enters final year of course, having transferred from diploma course. Spends one full year in the final year.	1	1	n_{11}	Shows another way of obtaining n_{11}
Student starts on first year, completes first year, then transfers to second year of a diploma course. Completes this successfully.	2	2	n_{22}	
Student starts in first year, has to repeat first year but does this part-time, then completes second and third years with no problem.	3	3	n_{33}	Part-time study counts as 0 years
Student starts in first year, progresses to second year, then repeats second year on a full-time basis, and moves to third year which is completed normally.	3	4	n_{34}	
Student starts in first year, decides the course is not as expected and transfers after a year to the first year of another degree course which lasts four years. Completes this course with no problems.	4	5	n_{45}	

Table C5 **Starters on full-time first degree programmes by start year of programme**

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Number of starters
93%	4%	2%	1%	0%	0%	274,000

Table C6 **States used in the transition matrix**

State	Description
QFD	Qualified with degree
QSD	Qualified with sub-degree
FT FD 1	On full-time first degree, year 1
FT FD 2	On full-time first degree, year 2
FT FD 3	On full-time first degree, year 3
FT FD 4	On full-time first degree, year 4
FT FD 5	On full-time first degree, year 5
FT FD 6+	On full-time first degree, year 6 or above
FT SD	On full-time sub-degree (having previously been FT FD)
PT FD	On part-time first degree (having previously been FT FD)
PT SD	On part-time sub-degree (having previously been FT FD)
Transfer	Transferred to another HEI
Inactive	Not currently in HE, but was FT FD in previous year
Unknown	Unknown (cannot be allocated to another state)
Absent	Absent from HE

Table C7 **All institutions transition matrix for sector**

(Figures given are percentages)

	QFD	QSD	FT FD 1	FT FD 2	FT FD 3	FT FD 4	FT FD 5	FT FD 6+	FT SD	PT FD	PT SD	Transfer	Inactive	Unknown	Absent
QFD	100														
QSD		100													
FT FD 1	1		6	78	0	0	0	0	0	1	0	3	10		
FT FD 2	1		0	4	84	1	0	0	0	1	0	1	7		
FT FD 3	62		0	0	4	28	0	0	0	1	0	0	4		
FT FD 4	86		0	0	0	2	7	0	0	0	0	0	3		
FT FD 5	86		0	0	0	0	7	4	0	1		0	2		
FT FD 6+	91		1		1			3		1		0	3		
FT SD	2	22	3	4	2	1			45	1	1	3			17
PT FD	24	2	1	14	16	2	1		1	13	0	2			23
PT SD	2	16	2	4	26	10	0		2	5	6	3			22
Transfer												100			
Inactive	2	3	1	3	6	1	0	0	0	1	0	7			75
Unknown														100	
Absent															100

Annex D

Research indicators

Technical notes and more detailed information

1. The research indicators used here are based on two measures of input and two measures of output. Three of these measures are available through the HESA collections, while the fourth is obtained from the funding councils.

2. The indicators used are standardised by cost centre, as explained below. If an institution uses the same proportion of input as it produces of output, then the indicator will take a value of 1.

3. The mappings of RAE units of assessment, and subjects, to cost centres is provided on the performance indicators web site, http://www.hefce.ac.uk/pi.

Measuring input to research

4. There are a number of problems in creating a measure of research input. These arise partly because data on expenditure are not split between research and teaching, and partly because the individual staff record is only returned for staff with a full-time equivalent (FTE) of 25 per cent or more. There is therefore no one ideal input measure, so it is proposed to use two complementary measures. These are:

a. **Academic staff costs**. This measure is available for all institutions by cost centre from the HESA finance record table 4. It is therefore more complete than any based on the staff returns, though no separation of expenditure on research from that on teaching is possible.

b. **Research income from funding councils**. The measure based on academic staff costs takes no account of the varying relative levels of resources spent on research and teaching. The measure proposed here, the research income from funding councils allocated for quality (QR funding), aims to provide an indicator that does take account of the varying level of resources available for research. It is based on the funding allocation model used to allocate the recurrent research funds. Such funds form part of the block grant, which institutions are free to distribute internally as they see fit. This measure assumes that this internal distribution will follow the funding allocation model used by the funding council. This, in general, will not be the case, so the measure will provide only a rough indication of what funds go where. The research funding is allocated by 69 RAE units of assessment which have been mapped to the 40 cost centres.

Measuring research output

5. Similarly, two measures of research output based on HESA records are proposed:

a. **PhDs awarded**. The number of doctoral degree completions provides a measure of the vitality of the institution in educating new researchers. The number of PhDs has been taken from the current HESA student record, summing records with a qualification obtained of 'PhD mainly by research'. The cost centre has been identified through the same record, wherever possible, or from records for the student in previous years. In some cases, we have had to map the subject of study to cost centre.

b. **Research grants and contracts**. Although this could be conceived as an input, it also provides a measure of the success of researchers in attracting funds over and above those allocated by the funding councils. The value of research grants and contracts comes from the current HESA finance record.

Standardising for subject variation

6. There are often differences in the characteristics of research output between subjects. These can be adjusted for by making the measure specific to cost centre. If the output is, say, research contract income, then the indicator treats a pound of income as a different 'currency' of research output for each cost centre. This is done by looking not at the actual input and output, but at what proportions they form of the sector input and output. This means that institutions whose research is primarily in areas where the unit costs are low are not at a disadvantage compared with institutions whose research is mainly in areas with high unit costs.

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7. The computation of these indicators is done as follows. Let:

r_k = research output of institution

R_k = research output of sector

s_k = input to institution

S_k = input to sector

all in cost centre k

Then, $t = \sum (s_k)$ is the total input to the institution.

For cost centre k, the relative performance of an institution, p_k, is given by:

$$p_k = \frac{r_k / s_k}{R_k / S_k}$$

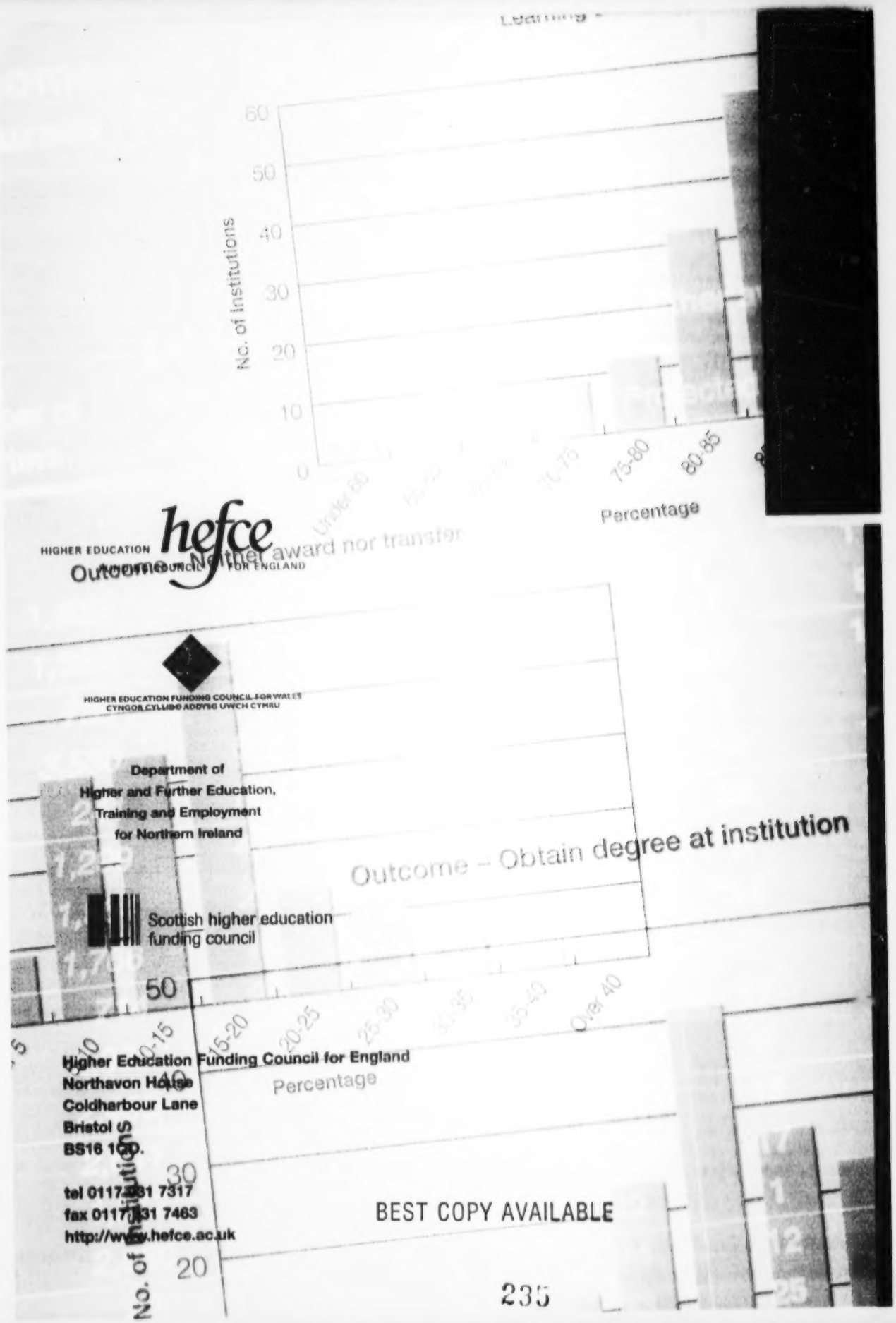
The overall performance of the institution, p, is then calculated by summing these cost centre ratios using the weighting (s_k / t):

$$p = \sum_{\text{over all cost centres}} (p_k \times s_k / t) = \sum \frac{r_k \times (S_k / R_k)}{t}$$

Measures of coverage

8. To put these indicators into context, a number of measures of coverage were considered. The ones included in the table are amount of research funds from the funding councils, the percentage of funding from the funding councils allocated for research, and the total number of cost centres to which there is some input.

9. In addition, the electronic version contains a measure of how different the institution's pattern of provision is from the sector's pattern. We have called this a measure of specialisation, and it can be used in conjunction with the number of cost centres to give an indication of how specialist an institution is. Details of how this measure is calculated are also given electronically.



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